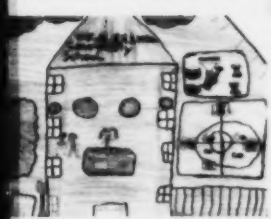
The Literacy and Numeracy Secretariat

Le Secrétariat de la littératie et de la numératie

Schools on the Move

Les écoles en action



Lighthouse Program

Programme phare

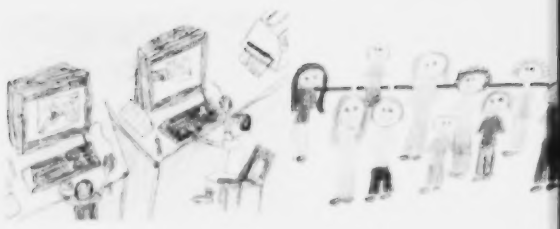
Schools on the Move 2006

Les écoles en action 2006

reach every student

appuyer chaque élève

Ontario



The profiles for Schools on the Move 2006 are written in the language of instruction of the school.

Les profiles des écoles en action sont écrits dans la langue d'enseignement de l'école.

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The Literacy and Numeracy Secretariat thanks the Schools on the Move 2006 and their students who generously donated artwork to bring these pages alive.
Le Secrétariat de la littératie et de la numératie remercie sincèrement Les écoles en action de 2006 et leurs élèves qui ont contribué généreusement des œuvres artistiques pour embellir ces pages.

MESSAGE FROM BEN LEVIN
ONTARIO DEPUTY MINISTER OF EDUCATION

Dear Colleagues,

Welcome to Schools on the Move: Lighthouse Program of the Literacy and Numeracy Secretariat.

I am sure you will find the stories of the 23 schools featured in this booklet both engaging and inspiring. They are examples to all of us that it is possible to overcome the odds, that standing still is not acceptable, and that great things will happen for student learning when an entire school community pulls together. I know that there are many, many more success stories to be told and I look forward to sharing those stories in the future.

Our efforts have shown that by working together, we can make tremendous progress in ensuring that all our students achieve a successful outcome in education. A sincere word of thanks to our province's educators – your hard work and dedication is an example to us all.

All the best as you embark upon the 2006-07 schoo! year!

Sincerely,

Ben Levin
Deputy Minister
Ministry of Education

MESSAGE DE BEN LEVIN
SOUS-MINISTRE DE L'ÉDUCATION DE L'ONTARIO

Bienvenue à l'initiative Les écoles en action : programme phare du Secrétariat de la littératie et de la numératie.

Je suis convaincu que l'expérience des 23 écoles qui sont présentées dans cette brochure saura captiver votre attention et vous inspirer. Ce sont autant d'exemples qui nous démontrent à tous qu'il est possible de surmonter les obstacles, que l'inaction est inacceptable et que des réalisations remarquables peuvent se produire sur le plan de l'apprentissage des élèves lorsque l'ensemble du milieu scolaire fait cause commune. Je sais qu'il existe de nombreux autres cas de réussite qui méritent d'être connus, et je serai ravi de vous les présenter plus tard.

Les efforts que nous avons déployés ont démontré qu'en travaillant ensemble, nous pouvons faire des progrès considérables pour nous assurer que nos élèves réussissent leurs études. Je veux remercier sincèrement les enseignantes et les enseignants de notre province, car leur travail et leur dévouement sont exemplaires.

En ce début d'année scolaire, je vous souhaite beaucoup de succès.

Le sous-ministre de l'Éducation,

Ben Levin

LETTER FROM AVIS E. GLAZE

Dear Colleagues,

We are delighted to share this collection of school profiles with you – Schools on the Move: Lighthouse Program 2006. We have put the booklet together as a way to share success stories with everyone who has an interest in Ontario education – parents and trustees, teachers and principals, supervisory officers and directors of education, as well as those in the larger community who care about children and their development.

The Schools on the Move: Lighthouse Program was launched by the government this past year to encourage networking and sharing of effective practices that make a difference to student learning. I believe that the government's vision – creating a public education system that excels provincially, nationally, and internationally – is very widely shared. We want all our children to benefit from the best possible education. And as a result of your commitment, we are beginning to see an upward trend in Ontario education. Elementary schools across the province are emphasizing high achievement in literacy and numeracy – the foundation skills for learning.

The Schools on the Move: Lighthouse Program in its first year, 2006, identified 23 schools that were making progress, schools where improvement in student learning has been impressive. Over the school year 2006–07, these schools will be reaching out to other schools to share their best ideas and help others use similar effective practices to raise student achievement.

Schools on the Move are exciting places to learn because the teachers and principals have read the research, know what works, and act on their professional know-how. They engage parents and communities, and together they succeed for children. They will be at the heart of a province-wide network motivating and supporting learning in many schools.

The basic criterion for selection was improvement in EQAO scores in reading, writing, and mathematics in both Grades 3 and 6 from 2002–03 to 2004–05. The Schools on the Move achieved large percentage gains in their scores during this period.

The second criterion was applied to the entire group of schools chosen. The Secretariat wanted to make sure that the schools represented the province's diversity, so that other schools could find a School on the Move that shared some of its challenges. Thus, the schools are located in all parts of Ontario, in public and Catholic districts, in French- and English-language school systems, and in every type of community. These schools mirror the rich history and cultural diversity of the province.

Because the central theme of the project is schools learning from other schools, The Secretariat needed to find schools where teachers and principals could describe what they had done to improve learning. Thus, a third criterion was that the staff at the school had to be articulate as well as successful. "Could they tell us what worked and why?" In consultation with school districts, Student Achievement Officers from The Literacy and Numeracy Secretariat created a short list of schools, and then made a personal visit to each of them.

The visits provided an opportunity to observe what was happening in classrooms, to understand how principals were leaders for learning, to listen to parents describe how they participated with their children, and to hear from the school secretary or custodian whose keen eye saw beneficial changes. The Secretariat visitors looked at the schools from everyone's perspective. Did the teachers all know why children learned well there? In the schools selected for the first phase, they did. They could point to the evidence to back up their words: the children's work on the walls, the well-organized book rooms and classroom libraries, the careful record-keeping and data analysis to chart children's progress and plan next steps, the bins of manipulatives to foster understanding in math, the professional literature they had been reading to guide their practice. And in these schools, the teachers spoke as a team, all working for a common goal, well understood by everyone. In one way or another, these schools all say, "Every child can learn, and it's up to us to find the way."

The schools are different but they are the same. A school on the shores of Lake Superior with a large Aboriginal population is different from a school in a suburb in London. But in both, principals are aware that learning time is precious and that protecting large blocks of uninterrupted time for literacy is one key to success. The population of a school in a challenged immigrant community in Toronto does not resemble the population of a school in rural western Ontario, but in both schools, the parents say, "They involve us – we know what is expected of our children and the school gives us ideas about how to help." A school in Ottawa is no clone of a school in Peel Region, but both are experts at analyzing learning achievement, one child at a time, to make sure that no one is ignored and instruction fits the needs of the child. They intervene and make a difference.

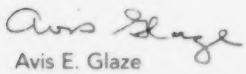
THE LITERACY AND NUMERACY SECRETARIAT

As 2006–07 begins, Schools on the Move will be planning their outreach. How can they combine their first priority, improved learning for their own students, with sharing their successful practices? They plan to welcome visitors who will watch, talk and learn, and they're sure they will be learners as well. With the support of the districts and The Literacy and Numeracy Secretariat, the Schools on the Move will create a vibrant network of schools that are certainly moving forward.

Over the next years, The Literacy and Numeracy Secretariat plans to identify more Schools on the Move.

We thank all those who work in our schools for their indefatigable zeal in focusing on improved student achievement. Our students deserve no less!

Sincerely



Avis E. Glaze
Chief Student Achievement Officer of Ontario and
CEO, The Literacy and Numeracy Secretariat

LETTRE D'AVIS E. GLAZE

Chers collègues,

Nous sommes ravis de vous remettre cette collection de profils d'écoles – Les écoles en action : le programme phare 2006. Nous avons préparé ce recueil d'histoires à succès à l'intention de toutes les personnes qui s'intéressent à l'éducation en Ontario : les parents les conseillères et conseillers scolaires, les enseignantes, enseignants, directrices et directeurs d'écoles, les agentes et agents de supervision, les directrices et directeurs de l'éducation, ainsi que les personnes de la communauté qui se soucient des enfants et de leur développement.

Le gouvernement a cette année lancé Les écoles en action : le programme phare afin d'encourager le réseautage et l'échange de pratiques efficaces qui font une différence dans l'apprentissage des élèves. Je crois que bien des gens partagent la vision du gouvernement de créer un système d'éducation publique qui excelle sur le plan provincial, national et international. Nous voulons que tous nos enfants bénéficient de la meilleure éducation possible. Et en raison de notre engagement, nous commençons à constater une tendance à la hausse dans l'éducation ontarienne. Les écoles élémentaires de l'ensemble de la province mettent l'accent sur la réalisation d'un haut rendement en littératie et en numératie, les compétences fondamentales de l'apprentissage.

Dans sa première année d'existence, Les écoles en action : le programme phare a relevé 23 écoles qui faisaient des progrès, des écoles où l'amélioration de l'apprentissage des élèves était impressionnante. Au cours de l'année scolaire 2006-07, ces écoles communiqueront avec d'autres écoles dans le but de faire connaître leurs meilleures idées et d'aider les autres à utiliser des pratiques efficaces semblables pour accroître le rendement des élèves.

Les écoles en action sont des endroits passionnants où apprendre, parce que le personnel enseignant et la direction ont lu les rapports de recherche, savent ce qui fonctionne et agissent en fonction de leur savoir-faire professionnel. Ils sollicitent la participation des parents et des communautés, et ensemble, ils réussissent pour les enfants. Ces personnes seront au cœur même d'un réseau pan-provincial de motivation et de soutien à l'apprentissage.

Le critère de base de sélection des écoles était une amélioration des résultats des élèves de 3^{e} et de 6^{e} années aux tests de l'OQRE en lecture, en écriture et en mathématiques de 2002-2003 à 2004-2005. Les résultats des écoles en action avaient augmenté d'un fort pourcentage durant cette période de temps.

Le second critère s'appliquait à toutes les écoles que nous avons choisies, car le Secrétariat voulait s'assurer qu'elles représentent la diversité de la province, de sorte que les autres écoles puissent trouver une école en action aux prises

avec certains des mêmes défis. Par conséquent, les écoles sont situées dans toutes les régions de l'Ontario, dans les districts publics et catholiques, dans les systèmes scolaires de langue française et de langue anglaise, et dans des communautés de tous les genres. Ces écoles reflètent la riche histoire de la province ainsi que sa diversité culturelle.

Le thème principal du projet étant l'apprentissage d'écoles auprès d'autres écoles, le Secrétariat se devait de trouver des écoles où le personnel enseignant et la direction sachent décrire ce qu'ils avaient fait pour améliorer l'apprentissage. Au succès de l'apprentissage s'ajoutait donc la facilité d'expression du personnel de l'école; il s'agit là du troisième critère qui a déterminé la sélection des écoles. « Pouvaient-ils nous dire ce qui avait fonctionné et pourquoi? » En consultation avec les conseils scolaires, les agentes et agents de rendement des élèves du Secrétariat de la littératie et de la numératie ont créé une liste courte d'écoles, puis se sont rendus à chacune d'entre elles.

Les visites ont donné la possibilité d'observer ce qui se passait dans les classes, de comprendre comment la direction de l'école exerçait son leaderhip par rapport à l'apprentissage, d'écouter les parents décrire leur propre participation auprès de leurs enfants et de s'entretenir avec le ou la secrétaire de l'école et les concierges dont l'œil vif aurait remarqué quelque changement bénéfique. Les visiteurs du Secrétariat ont regardé les écoles d'un point de vue général. Les enseignantes et enseignants savaient-ils tous pourquoi les enfants avaient si bien appris? Ils le savaient dans les écoles retenues pour la première phase. Ils pouvaient fournir une preuve à l'appui de ce qu'ils avançaient : le travail des élèves sur les murs, les bibliothèques et coins de lecture des classes bien organisés, la tenue méticuleuse des dossiers et l'analyse des données de façon à montrer les progrès des élèves et à planifier les étapes suivantes, les bacs de matériel de manipulation favorisant la compréhension des mathématiques, les ouvrages pédagogiques qu'ils avaient lus à l'appui de leurs pratiques. Et dans ces écoles, les enseignantes et enseignants s'exprimaient en tant qu'équipe, travaillant toutes et tous à la poursuite d'un objectif commun bien compris par chacun d'eux. Dans toutes ces écoles, on disait d'une façon ou d'une autre : « Chaque enfant peut apprendre et c'est à nous de trouver le moyen. »

Les écoles sont différentes, mais elles sont semblables. Une école sur les rives du lac Supérieur, qui compte une importante population autochtone, est différente d'une école de la banlieue de London. Mais dans les deux établissements, la direction de l'école sait qu'il y a peu de temps d'apprentissage et que la protection de longues tranches de temps ininterrompu réservées à la littératie constitue un facteur clé de succès. La population scolaire d'une communauté d'immigrants défavorisés de Toronto ne ressemble pas à celle qui fréquente une école du milieu rural de l'Ouest ontarien, mais dans les deux écoles, les parents disent : « L'école sollicite notre participation : nous savons à quoi elle s'attend de la part de nos enfants et elle nous suggère des moyens de les aider. » Une école d'Ottawa n'est pas le clone d'un établissement de la région de Peel, mais on est expert, aux deux écoles, dans l'analyse des résultats d'apprentissage, d'un enfant à la fois, de façon à ce que personne ne soit laissé pour compte et que l'enseignement soit adapté aux besoins de l'enfant. Le personnel intervient et exerce ainsi une influence favorable sur l'apprentissage des élèves.

Tandis que débute 2006-2007, les écoles en action vont planifier leur assistance aux autres écoles. Comment s'y prendront-elles pour combiner leur priorité, qui est d'améliorer l'apprentissage de leurs propres élèves, et la communication aux autres écoles de leurs pratiques réussies? Elles comptent accueillir les visiteurs qui viendront observer, parler et apprendre, et s'attendent à ajouter ainsi à leur propre apprentissage. Soutenues par les conseils et le Secrétariat de la littératie et de la numératie, les écoles en action vont créer un réseau dynamique d'écoles allant de l'avant.

Au cours des prochaines années, le Secrétariat de la littératie et de la numératie compte identifier d'autres écoles en action.

Nous remercions tous ceux et celles qui travaillent infatigablement dans un objectif d'amélioration du rendement des élèves de nos écoles. Nos élèves ne méritent rien de moins!

Veuillez agréer, chers collègues, mes salutations les plus cordiales.

Avis Glaze

Avis E. Glaze
Directrice générale du rendement des élèves de l'Ontario et directrice générale
du Secrétariat de la littératie et de la numératie

Schools on the Move

◆ ARTHUR PUBLIC SCHOOL

– Arthur, Ontario

A little bit about the school . . .

ARTHUR PUBLIC SCHOOL is a K–8 school of approximately 400 students. It is located in a small town north of Guelph and serves both the town and the surrounding farm community. Many of the students currently enrolled in the school have parents who were graduates of Arthur Public School. In September 2006, the school is moving to a refurbished high school building that will provide expanded facilities.

Approach and philosophy . . .

"Community" is frequently mentioned when teachers, parents, administrators, and support staff talk about success at Arthur Public School. The academic success of this school is built on a firm foundation of community support because the staff have demonstrated that they care about each student and that everyone in the community is welcome to participate in the life of the school, whether it be a family social event or a volunteer program. Beginning in Kindergarten, teachers work at engaging parents. Parents say communication is a real strength of the school. When asked about the journey to academic success, the principal describes a moment in the past when staff looked at their EQAO results and said, "We're better than that." They responded by sending out a team of teachers to investigate what other schools were doing and to bring back the best ideas. This approach is typical of Arthur Public School – direct and pragmatic. They want to eliminate the implementation gap by immediately applying what they learn in the professional development they seek. Teachers are very clear that whatever professional learning is available, they are there to see what specifically they can use. The usefulness of EQAO testing gets mixed reviews from parents, but a Grade 6 teacher says, "I checked – the tests do match the curriculum and they help me think more clearly about where I'm going." Arthur Public School values consistency across the grades and has developed common strategies, especially by division. They are participating in a program – "7-Up" – that focuses on the consistent development of literacy. As the office administrator notes, when she listens to the lunch hour conversation, it's mostly about teaching and learning.

EQAO scores . . .

In 2002–03, Arthur's scores in Grade 6 showed that 35 to 61 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 51 to 53 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 5 and 45 percentage points. In Grade 6, students achieved the provincial standard in all subjects.

Raising the bar and closing gap . . .

Arthur has made gains in student achievement and is intent on continuing that development. The teachers are enthusiastic about the use of data walls to track the

Moving into THE FUTURE

- Draw upon the enhanced facilities in our new school (start-up: September 2006) to further address student learning needs in literacy and numeracy
- Establish divisional approaches to common assessment tools and strategies to be used for the collection of meaningful data
- Refine and expand our use of data walls to better inform instructional practice and set goals for improvement

– Arthur Public School

progress of individual students, based on their use of Benchmarks, CASI, and other assessments. They are pleased with the resources they have acquired, and can discuss what they have found useful. They have made specific efforts to develop programs and to acquire resources that appeal to boys, and that relate especially to the interests of rural students. Teachers have found ways to use rubrics and exemplars to good advantage, engaging students in all grades in developing and using these tools to see what improvement looks like. The school has a full-time child worker as well as educational assistants and a resource teacher, all of whom support identified students in the classrooms. The Primary Success Teacher provides additional support and coordination in that division and can offer experience about initiating and coordinating classroom strategies.

CONTACT INFORMATION

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Part of a great school district . . .

Arthur is part of the Upper Grand District School Board and takes advantage of professional development within the board as well as opportunities offered through a rural grants program. The latter has enabled them to provide additional staff to strengthen math instruction in Grades 3 and 5.

Arthur Public School is quietly proud of what is being accomplished, but eager to learn from others. They can offer insights on a variety of topics, including:

- Use of data walls to track student progress throughout the year
- Application of effective classroom strategies through division teams and grade partnerships
- Community engagement, including parental involvement, in the learning process
- Sharing professional learning experiences in the school and implementing new learning

Schools on the Move

◆ CARDINAL NEWMAN CATHOLIC ELEMENTARY SCHOOL

– Brampton, Ontario

A little bit about the school . . .

CARDINAL NEWMAN CATHOLIC ELEMENTARY SCHOOL is a K–8 school of 650 students located in Brampton, northwest of Toronto. The neighbourhood has a highly transient population with many subsidized housing units. Many of the families are limited in what they can provide economically for their children and there are substantial numbers of children who are English language learners (ELL). Approximately 11 per cent of the students have Individual Education Plans.

Approach and philosophy . . .

Cardinal Newman is a school where students' academic success is founded on a commitment to the community and to sound instructional practice. Parents say it is not just one thing the school does, but rather open communication and a willingness to seek solutions when problems are raised. The school council (whose attendance is growing) is well informed about the literacy and numeracy emphases of the school and directs its financial contributions to the classroom libraries. Rubrics go home with assignments and parents are encouraged to know what good work looks like. There are subsidized summer literacy programs and, as well, the school collects suitable used books to be distributed to homes where there might otherwise be little reading material. The principal provides leadership for both community outreach and effective instruction. Teachers report that they are encouraged to take risks to use strategies introduced at workshops, knowing that they will receive support to develop new approaches.

EQAO scores . . .

In 2002–03, Cardinal Newman's scores in Grade 6 showed that 36 to 51 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 43 to 51 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics had improved by between 7 and 20 percentage points.

Raising the bar and closing the gap . . .

Cardinal Newman uses a number of strategies to improve literacy and numeracy. For the literacy block there are a number of "non-negotiables." The school develops data snapshots for every student and works from these, for example, to identify small groups of students for additional guided reading. The primary and junior literacy rooms are housed separately with leveled books in both fiction and non-fiction categories and other books chosen to develop specific skills or address particular interests. Among these are materials chosen specifically with boys' interests in mind. Staff are provided with a variety of professional books to support discussion and encourage support for a professional learning community. Teachers meet by division during scheduled times in the working day. Teachers also

Moving into THE FUTURE

- Promote a culture of caring for the global community through a demonstration of the Gospel values
- Use data to drive instruction so that all students meet high standards
- Give teachers opportunities to continue to learn and to articulate both what they do and why they do it
- Continue to foster a climate of community and collaborative research in order to sustain life-long learning

– Cardinal Newman Catholic Elementary School

CONTACT INFORMATION

PRINCIPAL: Fred Albi
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benefit from family-of-schools initiatives such as the "Students to Watch" program for assessment of at-risk students. As well, there is a writing program in which teachers receive exemplars developed for the second term of the grade that they can use as the basis for discussing classroom assessment. The school has made specific efforts to engage boys in reading through the purchase of appropriate texts and magazines, and by running an in-school workshop on using meaningful strategies.

Part of a great school district . . .

Cardinal Newman is part of the Dufferin-Peel Catholic District School Board and benefits especially from family-of-schools initiatives within the board. These include workshops on reading instruction and model units on literacy and numeracy.

Cardinal Newman is supporting students and their families with a range of strategies to improve literacy and numeracy. They can provide interesting information and advice about many topics, including:

- Community outreach to strengthen parental knowledge and commitment to achievement
- Data snapshots to gather a wide range of information on individual students to inform instruction
- Assessment of at-risk students and programming for them

Schools on the Move

◆ DON MILLS MIDDLE SCHOOL

– Toronto, Ontario

A little bit about the school . . .

DON MILLS MIDDLE SCHOOL is a Grades 6–8 school of approximately 400 students (the only middle school in the Schools on the Move project). It serves a mixed-income, ethnically diverse community in central Toronto. For 67 per cent of the students, their first language is other than English. The school is housed in the same building as Don Mills Collegiate Institute. The school enjoys a good relationship with the high school and the students benefit from access to some of the high school's facilities and services.

Approach and philosophy . . .

"Never settle for less than your best" is Don Mills' motto and the school is organized to ensure that students are supported in their pursuit of higher levels of achievement. The school's English language learners are supported by a reception worker and an ESL reception class for stage 1 learners. There is a well-established culture of collaboration and distributed leadership in the school, with administrators and all teachers working together on specific committees and grade teams to support student achievement. Committees set goals for improvement each year based on data, meet regularly, and are accountable for reaching the goals. Grade teams make long-range plans together, develop common assessment tools, discuss strategies and student progress, and mentor new teachers. The school makes excellent use of data to inform classroom and school-wide practice. Data collected include diagnostic assessment data such as CTBS, data from teachers' analyses of report cards, library statistics, and data from surveys of all stakeholder groups on a variety of topics. One teacher maintains that data has helped teachers bring students forward for support who otherwise might have slipped through the cracks. The special education program model includes as much integration as possible for children in the multiple exceptionalities classes and the home school program (HSP) class. An analysis of the report cards in the HSP programs along with the office referral rates of the students has shown that they are doing "better than ever."

EQAO scores . . .

In 2002–03, Don Mills' scores in Grade 6 showed that 45 to 47 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In 2004–05, scores in reading, writing, and mathematics had improved by between 14 and 20 percentage points.

Raising the bar and closing the gap . . .

In addition to the balanced reading, writing, and math programs they are offering to their students, teachers highlight their work on assessment and evaluation, the quality of the library program, and new emphases in the math program as contributors to the improved scores. They have attended workshops on assessment practices, developed tools and refined their strategies, and are

Moving into THE FUTURE

- Focus on data tracking, collaborating with the board's research department and the NES data pilot; collate and implement teaching strategies to support students identified at risk
- Strengthen our library program by continuing to timetable library classes and develop collaborative units in partnership with the librarian and teachers, using both the Ontario School Library Association (OSLA) information skills curriculum and the ministry curriculum
- Strengthen our professional learning community by continuing to provide a safe environment for professional dialogue to take place in grade teams and curriculum committees to collaborate and implement common goals to improve student achievement

– Don Mills Middle School

using exemplars with their students. Students are developing skill in reflecting on, discussing, and critiquing their own and their peers' work. The teacher librarian collaborates effectively with teachers in unit planning and finding appropriate resources. Every class has one period per cycle in the library for research and other literacy activities. Each student has a research folder which promotes consistent messages on the research process in all classes and grades. Math teachers have made more effective use of manipulatives, introduced a weekly problem and a family math night, ensured consistent programs and assessment processes across each grade, and have participated in board-sponsored workshops."

Part of a great school district . . .

Don Mills Middle School is part of the Toronto District School Board and the staff has taken advantage of opportunities to take additional qualifications courses in reading and other subjects sponsored by the board.

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The school also enjoys a great deal of support in professional development through the family-of-schools activities. Don Mills is part of a TDSB-initiated data pilot program, which will enhance the staff's ability to use data as a tool to support program improvement.

The co-curricular activities offered in this school are designed to help support student achievement and leadership. They include a large variety of clubs, including a yearbook and boys' reading club, a very successful Students Taking an Active Role (STAR) program and band. There are also many sports available to students.

The teachers at Don Mills Middle School have much to share about a variety of topics, including:

- Collection and use of a wide range of data to make decisions about student progress
- Boys' reading club that meets in the computer lab and focuses on IT
- Cyber Arts program, which is open to Grades 7 and 8 students from beyond the school boundaries and which promotes the integration of literacy, numeracy, and the arts

Schools on the Move

◆ GEORGES VANIER CATHOLIC SCHOOL

– Kanata, Ontario

A little bit about the school . . .

GEORGES VANIER CATHOLIC SCHOOL is a K–6 school of approximately 520 students. It serves a white-collar community in Kanata, a city close to Ottawa. About 50 per cent of the students in Grades 4–6 are in the French Immersion program, where they spend about half their time learning in French.

Approach and philosophy . . .

Several years ago, the school began a process of curriculum mapping which took teams of teachers three years to complete. Many staff members see this as the impetus for changes in how students learn and how staff members relate to each other professionally. Grade teams and learning committees have been established and are flourishing. They plan together and share units and strategies. New teachers are absorbed into these teams where they are offered support and guidance. Improvement planning is a collaborative venture and the school plan is linked to the board plan through its alignment with the board priorities. The tracking of student performance is a key component of Georges Vanier's student achievement improvement efforts. Staff track cohort groups and individuals, and once a term, following report cards, they track every class. A variety of tools are used, including PM Benchmarks, CAT3, and EQAO scores. Individual student profiles are developed and remedial action to assist students in their learning is undertaken. Early intervention is highly valued. The school benefits from a board-wide allocation of an extra staff person which allows them to provide one-on-one teacher support to students who need it. This support is given in the classroom while the class teacher is working with other students. Although the principal has changed three times since this initiative was first introduced, the professional community has continued to flourish. This is a school that prides itself on "doing whatever it takes to help kids succeed."

EQAO scores . . .

In 2003–04, Georges Vanier's scores in Grade 6 showed that 59 to 68 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 54 to 65 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 12 and 29 percentage points.

Raising the bar and closing the gap . . .

Team approaches to the planning and delivery of curriculum are well established in this school. Grade teams engage in long-range, unit, and weekly planning, activity design, and the creation of standard graphic organizers both for posting in the classroom and for communications to parents. The teams discuss what worked and what didn't, often teach lessons in each other's classrooms to share their strengths, and deliver

Moving into THE FUTURE

- Use PRIME (Professional Resources and Instruction for Mathematics Educators) as a means to collect baseline data to inform practice
- Determine students' math strengths, weaknesses and next steps at several levels: student, grades, divisions, school
- Develop a numeracy plan with a focus on math problem solving
- Make links between reading strategies (e.g., inferring, predicting, questioning, visualizing) and apply them to problem solving in math

– Georges Vanier Catholic School

consistent messages to students and parents about expectations and achievement. Human resources are put to use in supporting student achievement; for example, remedial resource teachers, a lead literacy teacher who acts as a coach, a library technician who is also a certified teacher, co-op students, and parents who are offered workshops in how to assist with reading and other skills. Older students are recruited to help the younger ones in a reading buddies program. Parents are encouraged to support their children at home by reading aloud to them and keeping a reading log. In addition, teachers send home marked work accompanied by the expectations and marking rubric so that parents can help their children improve in their areas of weakness. Diagnostic and formative assessment and tracking of student progress are ongoing and children are taught to reflect on the quality of their work and make revisions through the use of rubrics, exemplars, and teacher feedback.

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Part of a great school district . . .

Georges Vanier is part of the Ottawa-Carleton Catholic District School Board and takes advantage of an extensive program of professional development within the board. Teachers not only engage in professional learning and sharing through school, board, and ministry workshops and conferences, but also serve as board mentors. A number of Georges Vanier classrooms are designated demonstration classrooms through a board-wide mentorship program.

The principal, vice-principal, and staff members at Georges Vanier have many insights to share with other educators on many topics, including:

- Team approaches to planning, instruction, assessment, and improvement of student performance
- Involving parents in their children's learning activities
- Serving special needs students using an inclusive approach
- Use of IT in literacy and numeracy activities

Schools on the Move

◆ GREY OWL JUNIOR PUBLIC SCHOOL
– Toronto, Ontario

A little bit about the school . . .

GREY OWL JUNIOR PUBLIC SCHOOL is a K–6 school of 430 students located in northeast Toronto (Scarborough). The neighbourhood is largely composed of immigrant families who face ongoing challenges, especially economic ones. A number of parents must work long hours at more than one job to support the family. The school has large numbers of Black, Middle Eastern, and Tamil students and the staff, to a significant extent, mirror the ethnic composition of the student population. There is a large special education population that includes one class whose students are withdrawn 50 per cent of the time.

Approach and philosophy . . .

There is a sense of urgency at Grey Owl about creating a learning environment in which student achievement is consistently improving. Parents and teachers realize that the education these children receive will be a major factor in their securing a more stable future. Parents express their appreciation for the warmth and personal interest that staff take in the children, and for the communication the school fosters. At the same time, they support the school's emphasis on the importance of standards. They like seeing the rubrics that demonstrate the higher levels to which their children must strive, and they like being updated through school newsletters and parent council meetings about the school's continued focus on literacy and numeracy. The principal notes that raising standards has involved concurrent work in a number of areas. The school has moved from just collecting data to using data in very specific ways to guide programs. The school budget is carefully aligned with literacy and numeracy goals. Grade and division teams are playing a stronger role, and long-range plans are no longer made by individual teachers, but always by teams. The two-hour literacy block has been an important feature of changing practices and teachers are learning how to make optimal use of this time through the delivery of balanced literacy programs. The principal confirms that the emphasis has been on literacy, which she sees as the basis for everything else. In hiring staff, the administrators have consciously brought together an ethnically diverse staff in which "students can see themselves."

EQAO scores . . .

In 2002–03, Grey Owl's scores in Grade 6 showed that 37 to 44 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 33 to 51 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 13 and 30 percentage points.

Raising the bar and closing the gap . . .

Grey Owl is moving steadily from low beginnings to reaching the provincial standard for its students. Staff have made excellent use of data, correlating EQAO and

Moving into THE FUTURE

- Continue to strive for excellence for all staff and students
- Collaboratively build on areas in which we already have relative strengths while broadening our focus to include other areas
- Expand our professional learning community and refine our use of data to focus on appropriate interventions for all students
- Demonstrate our firm belief that we have a shared responsibility for student learning

– Grey Owl Junior Public School

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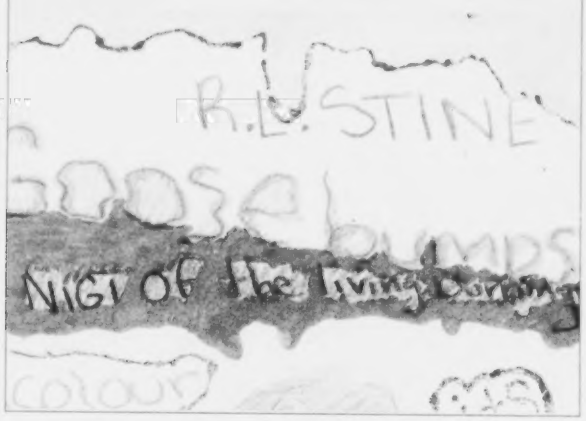

report card data and considering this information alongside DRA and CASI data. Although the transition to a more comprehensive use of data was not easy for everyone, the school was able to demonstrate results which were motivating for teachers. In choosing a focus for professional learning, the principal initially relied on staff survey data and chose guided reading for the school's internal professional development. Teachers have made excellent use of the ministry exemplars, assigning the same tasks to students, and working in teams to align local standards with the four levels. The literacy coach has found opportunities to model best practices in various classrooms and works in close association with the methods and resource teacher. Communication with families is achieved not only through information about individual students, but also through community events which stress literacy and math skills. For example, a Young Authors Conference, Family Math Nights, and Heritage Evening Celebrations are very successful. Also, as part of the total school emphasis on writing, each family is asked to create a family story to be published by division. Teachers provide parents with information about the steps in the writing process to guide family activities.

Part of a great school district . . .

Grey Owl benefits from professional learning programs sponsored by the Toronto District School Board and for a period in the recent past was identified for extra support because of socio-economic needs in the community.

Grey Owl has achieved success in many areas and staff can describe their strategies to schools that are experiencing similar challenges. Among other things, they can contribute to conversations about:

- Moving to active and consistent use of data in program planning
- Engaging parents in reading, writing, and math activities
- Creating a positive environment for learning through supporting children and families in difficult circumstances
- Fostering boys' interest and skill in reading
- Working with Aboriginal students

Schools on the Move

◆ H.J. ALEXANDER COMMUNITY SCHOOL

– Toronto, Ontario

A little bit about the school . . .

H.J. ALEXANDER COMMUNITY SCHOOL is a JK–Grade 5 school of approximately 570 students. It is located in the northwest quadrant of Toronto, in a community that is racially and ethnoculturally diverse. A high percentage of students come from families with significant economic challenges and the majority of students live in apartments.

Approach and philosophy . . .

H.J. Alexander operates on the premise that there are no "throw away" children and that with collaborative, targeted, and persistent effort all students can succeed. The keys are teamwork, data-based improvement planning, focused goal setting, monitoring throughout the year, and evaluating progress at the end of the year. The principal suggests that whether planning for whole-school or individual student improvement, it is important to identify a realistic number of things to focus on and accomplish each year and to work in a concerted way to make them happen. Teamwork is at the heart of H.J. Alexander's success and the school has evolved into a professional learning community in which staff members mentor each other, learn from their interactions with each other on a daily basis, and "feed off of each other" in a positive and supportive environment. They plan, set goals, share resources, and develop and use common rubrics for assessment of student performance. They use a common language and hold common expectations to ensure consistency for students.

Assessment data drive instruction in this school. Diagnostic tools are in regular use (DRA and running records, for example) and using the resulting data, guided reading groups and early intervention strategies are put in place. These strategies include Reading Recovery, assistance from an early intervention educational assistant, and the use of volunteers for one-on-one or small group intervention. Student progress is tracked on a data board that shows movement on a continuum. Teachers use diagnostic and formative assessments, frequent on-the-spot, real-time feedback, and regular mini-conferences to assess student learning to influence instruction.

EQAO scores . . .

In 2002–03, H.J. Alexander's scores in Grade 3 showed that 26 to 48 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In 2004–05, scores in reading, writing, and mathematics had improved by between 34 and 51 percentage points.

Raising the bar and closing the gap . . .

Staff and parents attribute these increases to a large number of factors that are tightly linked to the school's use of data-based improvement planning processes and its development of a professional learning community. They suggest that the following have been especially important in positioning them to help students improve their achievement: participation in the board's Early

Moving into THE FUTURE

- Examine what assessment looks like and research and select assessment tools most appropriate for our students
- Provide staff with skills and strategies to develop and implement an assessment schedule that incorporates common assessment tools throughout the school
- Use assessment data to direct teacher instruction in student learning while moving towards a more systematic and strategic approach to planning
- Address the diverse needs of individual students to become independent, life-long learners

– H.J. Alexander Community School

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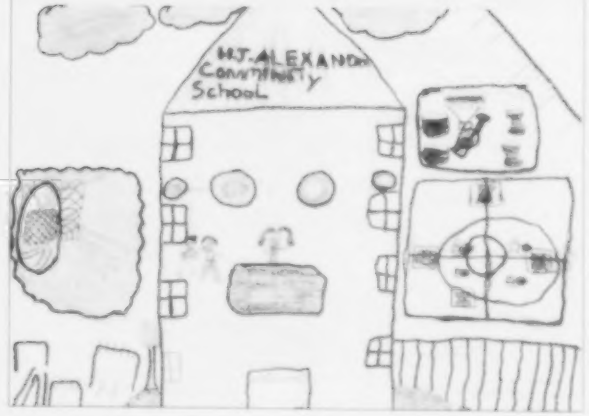


Years Literacy Program; adherence to uninterrupted literacy and numeracy blocks; implementation of Reading Recovery; introduction of smaller class sizes; introduction of the Reading Buddies program, which includes math activities; the work of the Early Literacy Teacher; an excellent library program; collaborating to make time for regular team meetings; participating in excellent in-service opportunities; and practising effective communication with parents. In addition, writing has been a school-wide focus this year, with an emphasis on explicit, directed teaching, relevant topics, using writing folders and exemplars, and giving students the language to talk about writing. In their mathematics programs, teachers are focusing on the big ideas in math, creating math word walls to help students acquire the language of mathematics, using manipulatives more effectively, and having students use problem solving to make connections and to explain their thinking. A math room has been set up with manipulatives and math-themed fiction and non-fiction books; there has been some good in-service and teachers are using the PRIME diagnostic tool for students who are experiencing difficulty.

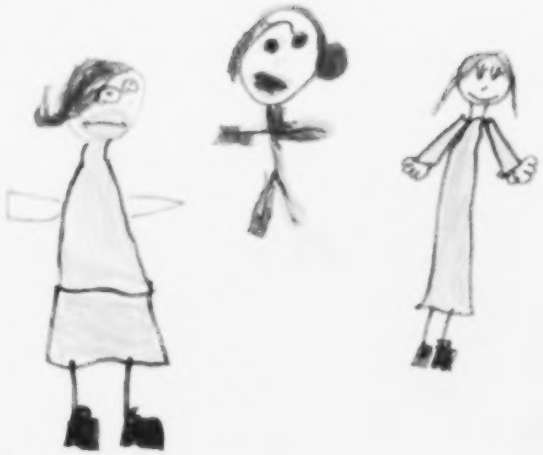
Part of a great school district . . .

H.J. Alexander is part of the Toronto District School Board and has taken advantage of the board's Early Years Literacy and Numeracy Programs. They have also benefited from numerous board-sponsored in-service opportunities in literacy and numeracy.

In addition to what is highlighted above, the staff at H.J. Alexander have a wealth of ideas and experiences to share with others on many topics, including:

- A library program staffed by a teacher-librarian that supports the literacy and numeracy programs of the school in a way that other staff find exemplary
- An approach to promoting reading that involves everyone in the school community – administrators, teachers, support staff, and parents
- Summer Literacy Camp for students in Grades 1 to 5
- Literacy and numeracy tutoring for students in Grades 1 to 5

Schools on the Move



◆ HOLY CROSS CATHOLIC SCHOOL
– Kemptville, Ontario

A little bit about the school . . .

HOLY CROSS CATHOLIC SCHOOL is a K–6 school serving approximately 565 students in a mixed-income area of the town of Kemptville. The school offers a middle immersion program beginning in Grade 5 or 6 for a limited number of students. There are a relatively large number of special needs students enrolled in the school and these children are provided with inclusive programming and the support of several resource teachers and educational assistants.

Approach and philosophy . . .

The staff and parents at Holy Cross School take pride in their school's warm, respectful, and safe environment, in which students in every class and grade are the shared responsibility of the whole staff. Through consistent messaging, modeling, and positive reinforcement, students are "moved forward," one student at a time. The principal has led the staff in an exercise of continuous school renewal, a process of improvement planning that includes the establishment, review, analysis, and target setting of SMART goals for literacy and numeracy. The plan is described in a working document that changes as new data are collected. Staff collaboration is also evident in the work of the division and grade teams in the school. The teams meet regularly, both formally and informally, and use data to plan for grade and individual student learning. They make use of EQAO data along with PM Benchmarks, CAT3, CASI, observation record sheets, interest and skill inventories. In addition, the teams share their own successful practices and ideas learned through various in-service opportunities. The school has mobilized a considerable number of forces to support the teachers in their classroom work. The teacher-librarian works with teachers and students, especially in the area of finding resources appealing to boys. Parental involvement is strong in the school, encouraged through consistent messages to parents about literacy and numeracy support in the home, training for parent volunteers to provide reading support, effective use of agendas, and practising a culture of openness for parents in the school. Other forces contributing to the support of the teachers and students include resource teachers, educational assistants, co-op students, early childhood education placements, and a student support worker.

EQAO scores . . .

In 2002–03, Holy Cross' scores in Grade 6 showed that 48 to 57 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3, in the same year, 65 to 68 per cent of the students were in Levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 1 and 24 percentage points.

Raising the bar and closing the gap . . .

Teachers attribute this improvement to a number of changes made over the past few years, including the

Moving into THE FUTURE

- Use data more effectively, zeroing in on identifying students at risk not only in Grades 3 and 6 but throughout the school – that is, closing the gap between levels 1 and 2, and 3 and 4; raising the bar to increase level-4 student achievement while providing constructive feedback for both student and teacher
- Focus on broader strategies for early years intervention, linking to community agencies such as Early Years and exploring possible summer programs
- Continue to work on an effective writing program as well as an effective primary reading program

– Holy Cross Catholic School

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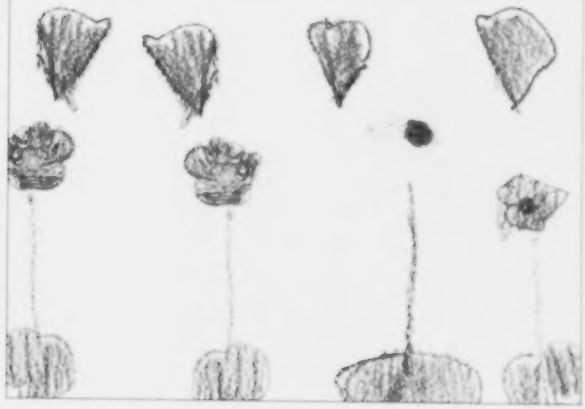


establishment of the division and grade teams, the school renewal planning focus on literacy and numeracy, and the targeted support for early intervention. In the area of literacy, there have been many in-service opportunities for teachers, including training in the use of several assessment tools; uninterrupted blocks of time for reading, writing, and oral language; the services of two board literacy coaches; a focus on the creation of a language-rich classroom environment; HAWK, a board-developed program for students in Grades 4–6 that combines the best features of other writing programs; and the FROG program that involves guided reading and the use of high-interest leveled books. In the area of numeracy, improvement is the result of new resources in the form of texts and manipulatives. The extended block of time for mathematics allows the teachers to incorporate many more math-related reading and writing activities. Volunteers are also trained to work with the children during the math block time each day.

Part of a great school district . . .

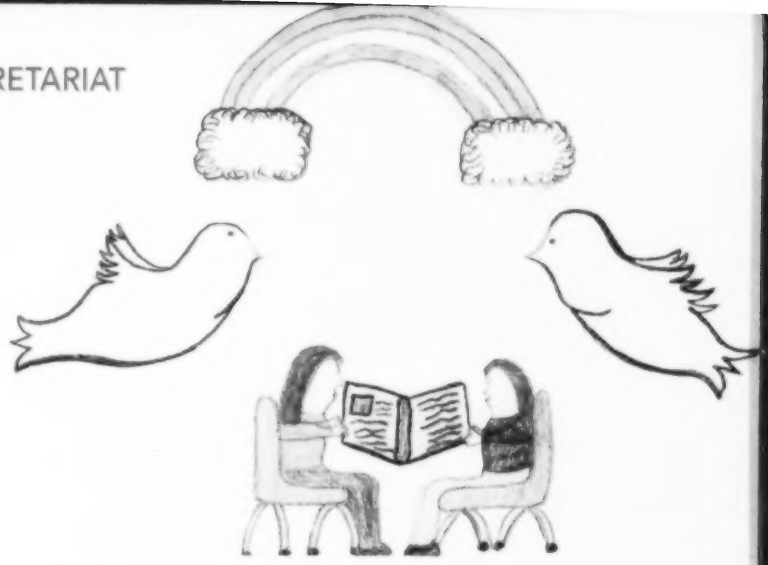
Holy Cross is part of the Catholic District School Board of Eastern Ontario and benefits from a focused program of professional development within the board. The board-developed HAWK writing program has garnered enthusiastic endorsement from the school's teachers, who recently made a presentation on it at a regional Successful Practices conference.

In addition to numerous clubs (e.g., a bridge club), students at Holy Cross are encouraged to engage in outreach/service projects within the community, such as Ryan's Well Foundation and community food drives.

The principal and staff of Holy Cross have much to share with other educators, including ideas about:

- Development of school-wide alignment of practices through building collaborative relationships among administration, teachers, support staff, and parents
- Strategies for early intervention in literacy and numeracy skills development
- Involving parents in supporting student learning in the classroom and at home
- Data-based school improvement planning processes and target setting

Schools on the Move



◆ HOLY FAMILY SEPARATE SCHOOL
– Alliston, Ontario

A little bit about the school . . .

HOLY FAMILY SCHOOL is a K-8 school of approximately 500 students. The school is located in the town of Alliston and serves a middle income community that consists of both town and rural residents. The school has a strong partnership with the adjacent Catholic church and with the parish priest. The school chapel is used by staff, students, and community members.

Approach and philosophy . . .

Improving literacy and numeracy skills is a shared undertaking at Holy Family. Working in conjunction with the teaching staff, administrators, intermediate students, support staff, and parents read to and with students. There is a very high level of parent involvement in the daily activities of the school. Communication between parents and the school is extensive and focused, and includes parent information nights, the use of student portfolios and agendas, communication folders, and parent information booklets that provide strategies, prompts, and guided instruction to assist parents in supporting their child's reading progress. Students who are felt to be at risk are ensured "three meals of reading a day." This includes reading with the classroom teacher, the resource teacher, and the parent (or a Grade 8 student in the case of students whose parents are unable to participate). The heart of the work in this school is focused planning and goal setting based on data and the school vision. The PM Benchmark reading series is one tool that is used for assessment and to provide data. Coordinated and extensive early intervention is provided for students who require it. Grade and division teams plan together, discuss and track student progress, and share best practices. School administration supports the need for common planning time for grades in each division. There is also some release time for divisional and school improvement meetings. Each division has identified a set of essential skills to which all teachers are committed. This practice has resulted in consistent approaches to the use of agendas, portfolios, word walls, spelling, the reading program, mental math and homework, among other things. The special education program at the primary level has a strong literacy focus. In the junior and intermediate grades, inclusion is seen as important with limited withdrawal time to complete the same kind of work that is being done in the classroom, but with modifications and accommodations to help the student reach the next level. Students with special exceptionalities are accompanied by an educational assistant in the classroom.

EQAO scores . . .

In 2002–03, Holy Family's scores in Grade 6 showed that 42 to 47 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 51 to 58 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 14 and 33 percentage points.

Moving into THE FUTURE

- Strive for full implementation of a balanced literacy program in the junior/intermediate division along with appropriate assessment strategies to track student progress and to drive future instruction
- Strengthen student literacy skills through the introduction of the power writing program, a school-wide initiative providing a framework for consistency of practice in writing instruction across our primary, junior, and intermediate divisions
- Introduce a balanced math program and uninterrupted math blocks

– Holy Family School

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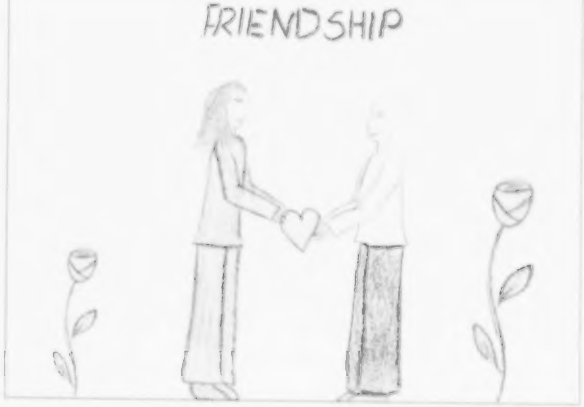

Raising the bar and closing the gap . . .

Teachers and administrators at Holy Family attribute the increase in scores to effective in-service; division, grade, and resource team planning; sharing ideas and providing early interventions for students at risk; the use of data to inform instruction; and the implementation of uninterrupted literacy blocks in the primary division. The lead teachers have had opportunities to participate in board and ministry workshops and then to share their learning with their peers through mini-workshops and modeling of the strategies learned. The professional learning community approach to teamwork has had a powerful influence on refining practices and helping children progress. The staff developed a shared vision based on the premise that "everyone can read" and adopted consistent expectations, practices, and language across the grades and divisions. They are using diagnostic and other data to enable them to give students "all the tools to become good readers and writers." Uninterrupted literacy and numeracy blocks in the primary division allow them to deliver balanced reading, writing, oral language, and math programs and to focus on integrating language into mathematics, social studies, science, and other areas of the curriculum.

Contributing to student success is an administration that works collaboratively to set clear expectations and goals, tracks individual student progress, and provides support for the school community, including parents.

Part of a great school district . . .

Holy Family, part of the Simcoe Muskoka Catholic District School Board, benefits from monthly professional development workshops provided by the board and teacher-organized in-service sessions in its cluster of schools.

Holy Family School has much experience and many insights to share with others on the following topics:

- Approaches to engaging parents in developing skill in enhancing their children's learning at home
- A comprehensive approach to early intervention in literacy development
- Development of a school-wide alignment of professional practice through collaborative relationships among administrators, teachers, support staff, and parents

Schools on the Move

◆ JOHN ROSS ROBERTSON PUBLIC SCHOOL

– Toronto, Ontario

A little bit about the school . . .

JOHN ROSS ROBERTSON PUBLIC SCHOOL is a K–6 school of approximately 575 students. It serves an affluent neighbourhood in north-central Toronto. The school offers a middle immersion program in Grades 4 to 6 in which approximately 35 per cent of the junior students are enrolled. There are a significant number of children with special needs in the school. The integrated program for students with physical handicaps draws students from across the city. The home school program provides support on the basis of half-day integration in language and math and half-day withdrawal.

Approach and philosophy . . .

In the past three years, this school has dedicated a great deal of time and energy to school improvement, despite the fact that student results were already at or near the provincial targets in most subjects in Grades 3 and 6. One of the important starting points was the board document, *Teaching Children to Read and Write*. From this came focused in-service activities on a balanced literacy program, including workshops and in-class modeling provided by the family-of-schools' literacy coordinator and the school's lead literacy teacher; a comprehensive school improvement action plan developed and revisited annually; and a focus on the use of data to track student progress. The coordinator has assisted with the establishment of a bookroom with leveled texts and in-service on literature circles, guided reading, "Q's for Critical Thinking," and other strategies.

The planning model involves a steering committee of administrators and representative teachers from each division and five major committees to plan for improvement in specific areas, such as IT, math, and literacy. Every staff member sits on at least one committee. The work is based on EQAO data, report card marks, good practice, and gap analysis. Either DRA or CASI data are gathered for every student and the principal tracks the progress of each student. The Grade 1 students with the lowest DRA ratings are given intensive, one-on-one "Booster Club" support.

EQAO scores . . .

In 2003–04, John Ross Robertson's scores in Grade 6 showed that 64 to 72 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 72 to 78 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 9 and 19 percentage points.

Raising the bar and closing the gap . . .

Teachers and administrators at John Ross Robertson attribute the improvement to a large number of factors. They include additional resources (the bookroom and additional manipulatives); excellent in-service (the train-the-trainer model and classroom modeling and discussion of strategies); the school improvement

Moving into THE FUTURE

- Implement the use of school-based writing exemplars in all classes for consistent assessment and program planning
- Implement the use of a data wall to track DRA and CASI scores to inform teaching
- Expand differentiated teaching of writing to include more grade levels with the focus on moving students from level 3 to level 4
- Identify our lowest strand of achievement in math on EQAO scores and work in professional learning communities to develop effective instructional strategies incorporating newly purchased manipulatives and texts

– John Ross Robertson Public School

committees; the use of CASI and DRA and the tracking of student progress; First Steps Writing (specifically the literacy portfolios that contain the First Steps continuum, work samples, and DRA/CASI data); increased use of ICT as a tool for writing; the library program, which is supported by a teacher-librarian and parent volunteers; and the involvement of parents as volunteers in classrooms. Staff indicate that another important factor has been the work of the grade teams who mapped the major skills in Grades 1 to 6, worked together to establish common expectations and language across each grade through the use of graphic organizers and exemplars, and engaged in an exercise of moderating examples of student writing. They examined the writing samples, assigned levels to them, discussed their decisions, came to agreement and shared the exemplars of each of the four levels with their students. Attention has also been given to mathematics beyond the purchase of manipulatives. Exemplars are in use; IT tools are being piloted; the PRIME program is being explored; and a "no workbook" approach is in place.

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Part of a great school district . . .

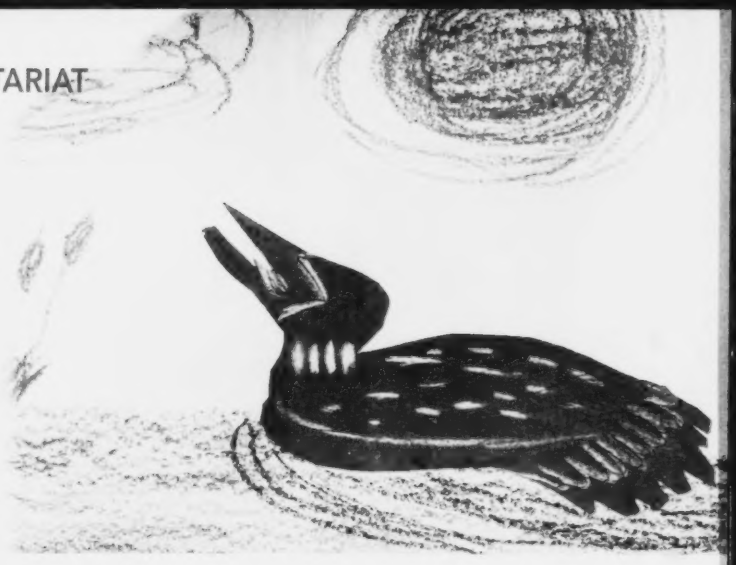
John Ross Robertson is part of the Toronto District School Board and, as indicated above, it has benefited greatly from extensive support from the board.

There are many programs at the school which enhance the learning of literacy and numeracy. They include timetabled music and physical education classes; the Roots of Empathy program for all Grade 2 classes; and the Learning through the Arts and Scientist in the School programs.

The staff at John Ross Robertson has much to share with others on the topics of:

- Having a strong arts focus as a support for literacy and numeracy development
- Effective committee structure for data-based school improvement planning
- Model of the study and use of exemplars in improving student work
- Integration of literacy and numeracy expectations into the hiring and teacher performance appraisal processes

Schools on the Move



◆ LAKEWOOD PUBLIC SCHOOL

– Kenora, Ontario

A little bit about the school . . .

LAKEWOOD PUBLIC SCHOOL is a K–8 school of approximately 330 students. Some of the students come from Kenora, but a large portion come from the surrounding area including rural and Aboriginal communities. Approximately one-third of the students are of Aboriginal heritage, some living in town away from their parents and some from nearby reserves. The school underwent a major transition from senior elementary to K–8 during the late nineties, and since then has experienced a significant change in its demographics, with the Aboriginal population increasing and the traditional population decreasing rapidly. Mobility in the community is very high.

Approach and philosophy . . .

Lakewood Public School believes in "at the elbow" support for its teachers, often through classroom-based professional demonstrations provided by the early and later grades literacy teachers. One of the challenges has been to provide for the needs of the Aboriginal population for whom the board has initiated a policy of self-identification. In response to data showing that this population frequently (although not exclusively) has limited language skills, the school introduced an oral language project to provide support to classes across the primary and junior divisions. The oral language project teachers use such strategies as "news telling" across the curriculum. The focus of this support is about consistently imbedding the teaching of oral language skills throughout the curriculum. The Lakewood principal links this explicit teaching of oral skills to increased achievement in reading and writing as well. Lakewood has also supported its Aboriginal population with reading materials that go beyond the traditional myths and legends to include stories of contemporary Aboriginal characters. This school has recently adopted the balanced day, organizing its schedule around three major blocks of time and two breaks. Teachers are enthusiastic about the opportunities this organization gives them for their focus on literacy. Lakewood administrators and teachers agree that they have developed new standards of professionalism for themselves based on a number of complementary factors, including a commitment to the immediacy of their goals and an emphasis on the capacity of all students to learn.

EQAO scores . . .

In 2003–04, Lakewood's scores in Grade 6 showed that 76 to 80 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 30 to 39 per cent of the students were in levels 3 and 4. In 2004–05, the range in Grade 6 had been sustained at 72 to 78 per cent, and the Grade 3 results had improved by between 32 and 44 percentage points.

Moving into THE FUTURE

- Address the unique needs of our Aboriginal students and honour the Aboriginal culture within our school community
- Ensure equitable access to curriculum outcomes to close the gap for all students
- Track student achievement from a variety of data sources to increase student achievement in literacy and numeracy

– Lakewood Public School

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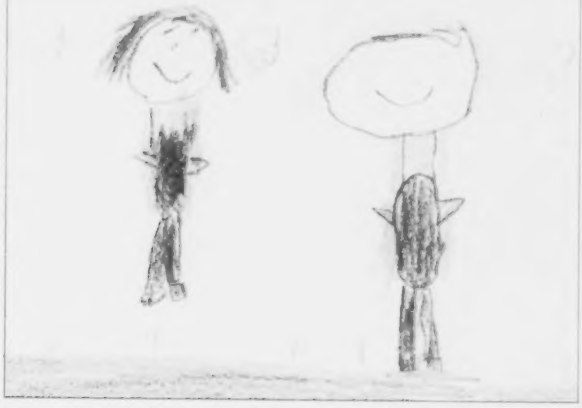


Raising the bar and closing the gap . . .

Lakewood Public School has seen great gains, especially in Grade 3 and also in Grade 6 if scores in 2002 are used as a reference point. They have achieved results close to the provincial target in every category. Among the specific points they note is the development of an excellent bookroom with leveled resources targeted to specific needs, including boys' literacy. The budget has been carefully directed to specific areas and new resources have been acquired in a systematic way. PM Benchmarks is used as a major assessment tool and data collected on a board-wide basis is helpful when students transfer. The attendance of the principal, vice-principal, and the literacy teacher at professional learning sessions is also seen as an important aspect of shared leadership. The board sessions, in addition to having literacy content, emphasize the process of change and thus improve the school's capacity to implement change. An example of the school's growing attention to explicit instruction has been their approach to the buddy reading program where older students have been instructed in specific questioning strategies to use with their younger partners.

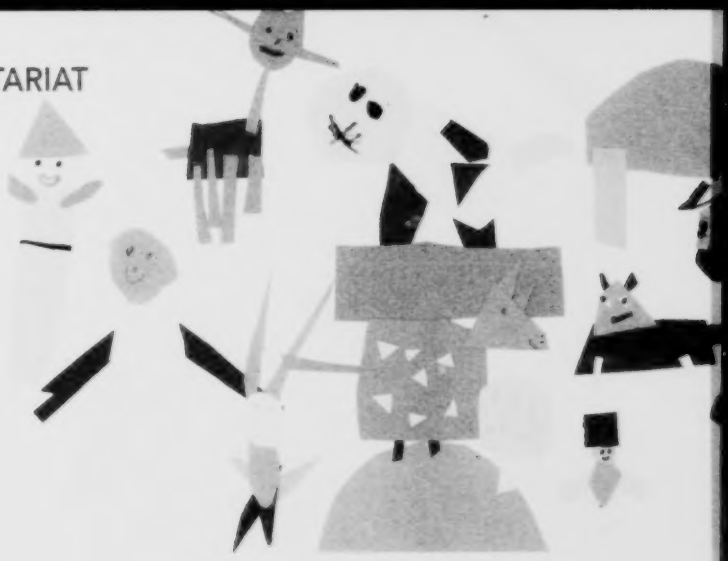
Part of a great district . . .

Lakewood is in the Patricia-Keewatin District School Board. Over the past six to seven years, the board has provided a consistent program of professional development, literacy teams, and significant amounts of data to support school improvement. Lakewood cites the alignment of ministry and board initiatives as an important factor in its success.

Lakewood is articulate about its gains and what was done to improve. Among other things, they can contribute to dialogue about:

- Working with Aboriginal students and their families
- Persisting with improvement strategies through periods of school change and transition
- Introducing oral language strategies especially for students with limited social experience or those in economically challenged circumstances
- Providing in-class professional learning supported by literacy teachers

Schools on the Move



◆ LANCASTER PUBLIC SCHOOL

– Mississauga, Ontario

A little bit about the school . . .

LANCASTER PUBLIC SCHOOL is a K–5 school of approximately 500 students. It is located in the city of Mississauga in a racially diverse community and is ranked at the top of the Peel District School Board's Social Risk Index. The school serves a large number of English language learners from families new to the country. Many of the parents were professionals in their home countries and face challenges finding comparable employment in Canada.

Approach and philosophy . . .

Networks of support and the creation of a sense of community within the school are the keys to the success of Lancaster Public School. The principal and staff provide support to students through excellent teaching and assessment practices that ensure that no student falls behind. They mobilize people and resources, including a Reading Recovery program, dual-language resources, ESL support in the classroom, special education support in the classroom, a teacher-librarian, an outreach worker and a large number of parent volunteers, and a nutritious breakfast program. Parents are supported through education programs such as Welcome Bags and other supports for new families, Kindergarten orientation in both Hindi and English, parenting programs, and a program for parents and pre-school children. Teachers are supported in their efforts to better meet the needs of the children through the work of a literacy support teacher who models best practices, coaches teachers, and meets with grade and division teams on a regular basis. Collaboration and working together in teams are the foundation for the improvement of classroom practice in the school. Grade teams meet weekly during the daily assembly time to engage in long-range planning and professional dialogue on student progress. During this time, they exchange ideas with special education and ESL staff, mentor new teachers, and share resources and ideas. The school's professional learning community helps teachers to deepen their understanding of what works and why. The daily assembly is an example of the effective communication practices that exist in the school and is at the heart of the school community. Expectations are made clear to all; traditions are established and honoured; recognition is given to children, staff, parents, and community members for their varied accomplishments; and student leadership is fostered.

EQAO scores . . .

In 2002–03, Lancaster's scores in Grade 3 showed that 57 to 78 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In 2004–05, scores in each of reading, writing, and mathematics had improved by between 3 and 20 percentage points.

Raising the bar and closing the gap . . .

Teachers highlight the importance of consistency in describing their classroom programs. They teach

Moving into THE FUTURE

- Create individual snapshots of student achievement through the use of a data wall
- Utilize the data to drive instruction and to focus professional development
- Establish targets based on reading comprehension data as a focus for the school improvement plan
- Provide access to a healthy lunch program, two days per week, to enable students to achieve their academic potential
- Continue to seek effective means of communicating student achievement to parents in their first language

– Lancaster Public School

strategies such as problem solving, answering and responding explicitly, and using modeling and explanation. They work in their grade and division teams to ensure that all children are getting the same messages and reinforce this through the use of common graphic organizers in their classrooms. They value the children's cultures by using dual-language books, scaffolding, and pre-teaching vocabulary and by offering a wide variety of experiences designed to connect their backgrounds, knowledge, and experiences to their new learning. Math programs highlight making mathematics relevant to the children, offering opportunities to "explore, conclude, and communicate," creating math word walls, and focusing on the language of problem solving. The school's writing program is multifaceted, balanced, includes modeled writing and guided writing, and is based on the First Steps forms of writing. There is an emphasis on developing confidence through daily writing, setting individual goals, and publishing student writing. Teachers at Lancaster do regular diagnostic assessment, provide multiple opportunities for students to show what they can do, make use of rubrics, exemplars, target setting, and moderation activities.

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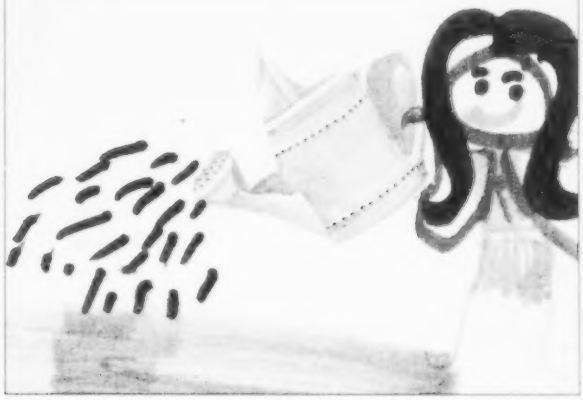

Part of a great school district . . .

Lancaster Public School is part of the Peel District School Board and takes advantage of a comprehensive, focused program of professional development based on Transformational Practices produced by the board.

A variety of student activities, including sports, music, and drama, provide students with ways of exercising creativity and co-operation skills and give them opportunities to broaden their repertoire of life experiences and their leadership skills.

Lancaster is a school where compassion, diversity, inclusiveness, and high expectations for all students are valued. Staff members can share their experiences on the following topics:

- Development of school-wide alignment of professional practice through collaborative relationships among administrators, teachers, and support staff
- Involvement and engagement of parents in the life of the school and in the achievement of the students
- HUB program for parents and pre-school children
- Creation of an environment of inclusion

Schools on the Move

◆ MAPLE CREEK PUBLIC SCHOOL
– Vaughan, Ontario

A little bit about the school . . .

MAPLE CREEK PUBLIC SCHOOL is a K–8 school in an area of new housing in Vaughan, north of Toronto. The school is in its fourth year of operation and has 660 students. The community is highly diverse, with nearly 30 nationalities represented in its student body. The area lacks many of the amenities usually provided in urban areas, for example, libraries, swimming pools, and social services. The residents have, for the most part, moved out of Toronto but may commute significant distances for work. The school reports significant numbers of families where children lack resources, such as books at home, or where there are other problems that affect the children's readiness for school and leave them at risk.

Approach and philosophy . . .

"Every child can learn" is a theme at Maple Creek, and the principal and the staff take pride in being articulate about their own goals and responsibilities and their commitment to students. The school has clear behavioural expectations for students and a belief that every teacher is responsible for every child. The literacy block, which is scheduled first in the morning for everyone, is a major part of the learning agenda, and nothing is allowed to interrupt it. There are no morning announcements and learning begins within two or three minutes of the official start time for school. The importance of the literacy block is further emphasized by having almost all formal observations of teachers during that time, a practice which was initiated by the principal but continued voluntarily by the teachers. Just as every child can learn, every adult can be part of the team. A member of the office staff noted that she never felt like saying, "That's not my job" if there was a way to show initiative and contribute to improving student learning. Teachers talked about the freedom they felt to be in one another's classrooms and the professional attentiveness that was obvious in the constant dialogue within and among divisions. A professional learning community in which any staff member can participate has been created through the school literacy leadership team. A sense of community is also part of teachers' choices for their own professional learning, where selecting learning opportunities that match the school goals has become common practice. The phrase "distributed leadership" applies to many roles in the school, including the school librarian who plays a major role in programming across the grades. Parents have appreciated the team commitment of the staff and remarked on how clear it is that the teachers want to work together. "When I come to the school, I see them having mini-meetings everywhere," said one parent.

EQAO scores . . .

In 2002–03 Maple Creek's scores in Grade 6 showed that 64 to 72 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 32 to 50 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading,

Moving into THE FUTURE

- Use data to address specific student needs as identified through authentic literacy assessment (assessment which will drive instruction)
- Engage in professional dialogue to have a common understanding of assessment literacy – this will result in the use of common assessment tools from K-8
- Implement a case management approach for a sample number of high-needs students with a single support team in collaboration with the classroom teacher

– Maple Creek Public School

writing, and mathematics in both grades had improved by between 15 and 35 percentage points.

Raising the bar and closing the gap . . .

On the last EQAO tests, Maple Creek was well above the provincial standard for Grade 6 students. In Grade 3, students are still working to reach that target and go beyond it. The school has made extensive use of data in its quest for improvement. They have aligned PM Benchmark, DRA, EQAO, and report card data to give teachers more opportunity to reflect on individual students and to identify those still struggling at levels 1 or 2. They say, "We continue to work hard at aligning diagnostic, formative, and summative assessment practices," and they use their data to plan instruction for the curriculum expectations. The school is experiencing a rise in its number of high-needs students and recognizes that the "all kids can learn" philosophy is particularly important for teachers working with these students. They are beginning to adopt a case management approach for a number of these students with a single support team in collaboration with the classroom teacher. The administration team in the school makes effective use of "walk throughs" to engage staff in dialogue about instructional practices and to encourage shared practice from class to class and grade to grade. Maple Creek continues to build its bookroom resources of leveled books, and teachers have been encouraged to participate in the selection of materials. The school reaches out by belonging to a literacy network in the family-of-schools, as well as by participating in the extensive literacy program provided by the district.

Part of a great school district . . .

Maple Creek is part of the York Region District School Board. This board has been active for several years in encouraging schools to develop a number of specific features which together lead to improved achievement. Maple Creek has recently joined the Literacy Collaborative and is an active participant in board initiatives.

Maple Creek is a new school that has built a strong collegial model and has recently experienced a transition from its first to its second principal. It has a variety of strengths to share on the topics of:

- Effective use of 120-minute literacy blocks
- Varied modes of professional development inside and outside the school, all linked to common goals
- Distributed leadership model in which responsibility and accountability are widely shared within the school
- Extensive use of data from different sources to create a profile of individual students and improve instruction

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Schools on the Move

Shoot for the Moon! Even if you miss, you'll land among the Stars
Problem Solving
• Logical Reasoning
• Make a list
• Guess and Check
Look for a Pattern
Patterns

◆ MOUNTSFIELD PUBLIC SCHOOL
– London, Ontario

A little bit about the school . . .

MOUNTSFIELD PUBLIC SCHOOL is a K–8 school of approximately 550 students. It serves a largely middle-class community in the city of London. There are small numbers of children who require ESL support and students with special needs who are fully integrated into the classroom programs, some with the support of an educational assistant. Boys are in the majority and it is not unusual to have a class of 29 students with only eight girls. The school offers a congregated gifted program for students in Grades 7 and 8.

Approach and philosophy . . .

Ownership of responsibility for the achievement of students has been the hallmark of the work of the staff of Mountsfield Public School over the past five years. Under the leadership of the principal, they set out to redefine their mission, do a close analysis of the EQAO data, identify areas of weakness, and develop a school growth plan that focuses on mathematics, while at the same time supporting their work in literacy. They set targets in 2000 for 2005 and met them. This was a full-staff effort which involved extensive discussion and sharing at the grade and division levels; the provision of as much release time as possible for professional learning activities within the school and at the family-of-schools and board levels; the strategic allocation of budget based on the goals of the plan; the tracking of student progress using various instruments such as DRA; teacher moderation exercises using EQAO anchor booklets and the ministry exemplar documents; and the involvement of parents. The staff provided a great deal of information to parents to help them work with their children at home, including clear expectations for student work, exemplars, and rubrics in key aspects of literacy and numeracy. Parents attribute the school's success to, among other things, changes to the Kindergarten program which they feel is now more focused on preparing students for the Grade 1 literacy and numeracy expectations (more phonological awareness activities, for example); clear expectations for students, enhanced by exemplars and rubrics; the consistent use of terminology through all grades; and the explicit teaching of reading, writing, and numeracy skills.

EQAO scores . . .

In 2002–03, Mountsfield's scores in Grade 6 showed that 64 to 66 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 56 to 64 per cent of the students were in levels 3 and 4. In 2004–05, scores in reading, writing, and mathematics had improved by between 6 and 15 percentage points.

Raising the bar and closing the gap . . .

Teachers believe that one of the factors contributing to the increase in the scores is the well-established teamwork and professional learning community that

Moving into THE FUTURE

- Following on our success with numeracy goals, introduce a school-wide literacy focus with a specific emphasis on writing across all divisions
- Remain sensitive to and actively seek solutions to meet the academic needs of all students in literacy and numeracy (including boys who comprise 70 per cent of the school's population)
- Access technology resources, including computer technology, Smart boards, and writing programs, to enhance student achievement in literacy and numeracy

– Mountsfield Public School

exists in the school. These have have resulted in a marked consistency in approaches to teaching and learning. Teachers plan units together, use common language and graphic organizers with their students, and are constantly exchanging ideas about teaching strategies. One teacher noted that "sharing eases the load." They also credit the enormous amount of professional development that has been available for them and their openness to implementing the new strategies they are learning. Other factors include the sharing of information with parents; math- and literacy-rich classroom environments; balanced literacy and math programs; the effective early intervention program which identifies students in a timely fashion and provides them with the services of an itinerant teacher for eight weeks on a withdrawal basis (the work is then continued by a trained educational assistant); and specific strategies/resources such as guided reading with leveled texts, the use of math journals and manipulatives, the use of a writing rubric based on the 6+ Traits of Writing, and graphic organizers posted in the classrooms.

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Part of a great school district . . .

Mountsfield Public School is part of the Thames Valley District School Board and takes advantage of an extensive program of professional development within the board. Administrators and teachers in this school have been motivated and given specific strategies and skills through this targeted professional development. There are also thriving professional learning communities operating at the family-of-schools and board levels, which also contribute to the professional growth of the staff.

The staff at Mountsfield have much experience and many insights to share with others on the following topics:

- Alignment of all decisions with the school's mission and specific goals, whether they are budget decisions or decisions related to learning and assessment activities or any of the myriad of decisions made in a school on a daily basis
- Motivation of boys, through the use of non-fiction texts, particular learning/teaching strategies, hands-on mathematics activities, and physical activity and challenge programs
- Ways of informing and involving parents in understanding the nature of their children's learning, its assessment, and how they can help at home
- Teacher moderation activities and the use of exemplars and rubrics to help children and parents understand what is expected of them

Schools on the Move

◆ PARKLAND PUBLIC SCHOOL
– Sault Ste Marie, Ontario

A little bit about the school . . .

PARKLAND PUBLIC SCHOOL is a K–8 school of approximately 300 students. The school is in a neighbourhood that has little ethnic diversity. The staff report that the community is changing and now includes an increasing number of economically challenged families. It has one Intensive Communications class in a self-contained area and students are integrated into other classes as appropriate.

Approach and philosophy . . .

"One student at a time" is a key concept at Parkland. When the principal first came to this school, she collected a lot of data about students and told the staff what she had learned. She soon discovered that the teachers needed more ownership of the data and opportunities to work with the data to plan instruction. The school developed an inclusive process where teachers work across grades at the beginning of the year to assemble and discuss all data available for every student. From this data collection and analysis, staff begin the process of planning for each student's learning.

Parkland has also made connections outside the school. It has partnered with another elementary school to work on oral language, which they decided was a significant area for improvement in the primary division. The district, intent upon supporting teacher professional growth, provided time for joint planning and assessment sessions. Another connection was made with the high school Parkland students will attend. Parkland staff look carefully at results achieved by their students in Grade 9 math, and work with the high school to analyse and eliminate the gap between the test results of students in Grade 6 and the results of these same students in Grade 9. A third outside connection involves three Parkland teachers participating in a provincial pilot program for video-conferencing among schools. Staff members describe a change in their improvement planning: instead of creating a document no one uses, they are looking for ways to make planning a real-life exercise grounded in change and growth where it affects students – in the classroom.

EQAO scores . . .

In 2002–03, Parkland's scores in Grade 6 showed that 48 to 69 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 41 to 55 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 12 and 26 percentage points.

Raising the bar and closing the gap . . .

Parkland has made gains in student achievement and plans to continue that improvement. Teachers meet regularly by division. In numeracy they put special emphasis on thinking and problem solving. They had

Moving into THE FUTURE

- Work with our feeder secondary school and our math consultants in partnership with Nipissing University to learn about best teaching practices in numeracy so that our primary/junior students continue to do well in higher grades
- Find resources, strategies, and assessments to improve oral language which has been identified as an area of weakness in our youngest students impacting on their literacy learning
- Work with a partner school to share promising practices

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consultant support to help them acquire and use manipulatives for a variety of purposes. Parkland uses the balanced school day. Teachers are enthusiastic about its benefits and can describe in detail how they make use of the new time allocations for the benefit of students – particularly for their reading intervention program. Parkland has a strong Character Education program. Students meet at Friday assemblies every month by division. This program benefits from the support of system leadership and uses a variety of instructional strategies. Teachers benefit from professional development opportunities that are provided while their students attend character education assemblies.

Part of a great school district . . .

Parkland is part of the Algoma District School Board in Sault Ste Marie and takes advantage of professional development within the board. The district is not satisfied with past results and is intent on improvement through supporting classroom teachers in their professional growth.

Parkland's enthusiastic staff has benefited from a range of professional development opportunities and is eager both to share and to learn from others. They can offer insights on a variety of topics, including:

- Holding divisional meetings to plan for well-aligned instruction across the grades and for making decisions about resource acquisition
- Collecting and using a wide variety of student data for a "one student at a time" approach to instructional planning
- Creating partnerships with other schools and e-contact opportunities for professional learning (the school is part of the Advanced Broadband Enhanced Learning [ABEL] project)

Schools on the Move

◆ PORT ELGIN-SAUGEEN PUBLIC SCHOOL

– Port Elgin, Ontario

A little bit about the school . . .

PORT ELGIN-SAUGEEN PUBLIC SCHOOL is a K–8 school of approximately 600 students. It serves a town and surrounding area in the Bruce Peninsula, a geographical area which is not ethnically diverse. It is largely middle class with some economically challenged families. There is a cluster of professional families brought to the area by a local power-generating facility. Port Elgin-Saugeen is a French Immersion, dual-track school with K–8 in both tracks and it has both a developmental and a behavioural class whose students are integrated as much as possible.

Approach and philosophy . . .

"High expectations" is a theme at Port Elgin-Saugeen. The principal and the staff take pride in being articulate about their goals and responsibilities and their commitment to students. The goals are all based on data, both EQAO and other in-school data. The school has clear behavioural expectations for students and a belief that every teacher is responsible for every child. Port Elgin-Saugeen has worked to establish consistency in instruction and assessment within and across grades, and the teachers are accustomed to working in teams in a mature professional learning environment. Alignment is a key value, and resources are targeted to goals that are clearly expressed as school priorities sustained over several years. Teachers in the French and English programs are also committed to alignment of strategies in the two programs and work together on assessment and instruction. Student evaluation often involves teachers of the same grade jointly applying exemplars so that variations from class to class are eliminated. Port Elgin-Saugeen has a balanced focus on literacy and numeracy based on emphasizing the language skills required for success in mathematics, as well as extensive use of manipulatives. The school has recently acquired laptops which teachers will be learning to use in classroom situations to enrich their programs. The principal believes that change starts with a leader who has vision and knowledge. At Port Elgin-Saugeen a model of school-wide, sustainable leadership has developed from that foundation.

EQAO scores . . .

In 2002–03, Port Elgin-Saugeen's scores in Grade 6 showed that 59 to 66 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 66 to 72 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 8 and 31 percentage points.

Raising the bar and closing the gap . . .

Port Elgin-Saugeen has brought almost all its students to the provincial standard in literacy and numeracy. Staff can explain how they work together and renew tools they developed earlier, such as local exemplars and rubrics, to improve continuously on past practice. They

Moving into THE FUTURE

- Raise student achievement to higher levels in both literacy and numeracy by incorporating technology
- Empower staff and students to direct their focus of learning/using technology to achieve higher standards, using a carefully structured but open process
- Focus, plan, and build our knowledge of how to use technology to create divergent thinkers and critical problem-solvers
- Review and revise expectations, standards, and benchmarks in order to ensure that staff and students are challenged to reach higher levels of excellence utilizing technology

– Port Elgin-Saugeen Public School

can share with others how they use extensive assessment data to review their own progress and create goals and plans. Teachers talk about how their attitudes changed as they saw assessment becoming a tool rather than a burden. They have established demonstration classrooms where teachers can learn about specific strategies (e.g., collaborative learning). Professional development is integral to the work of Port Elgin-Saugeen and staff can describe how they have used PD on a wide range of topics including in-school presentations on "word walls," a strategy being refined in all classrooms. They can answer questions about improving boys' literacy through increased use of non-fiction and related assessment strategies. They have teachers with dedicated time for literacy and numeracy and can provide information about the effective use of these roles.

Part of a great school district . . .

Port Elgin-Saugeen is part of the Bluewater District School Board and takes advantage of an extensive program of professional development within the board.

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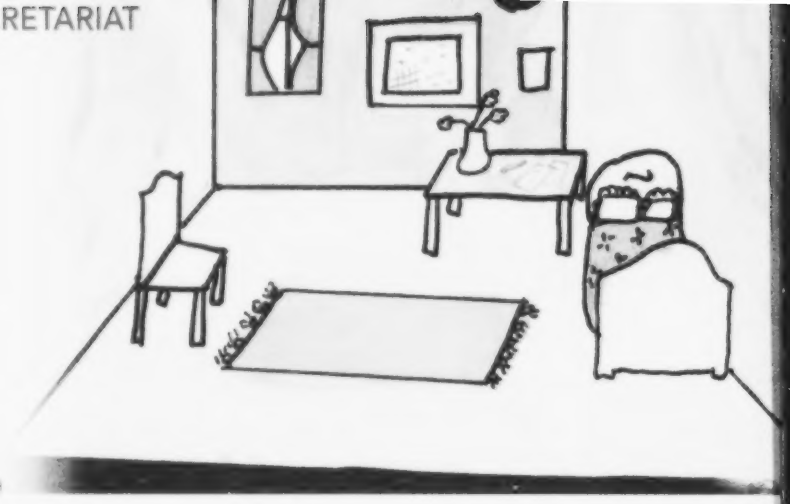
The principal is part of a district-supported group of principals working on common goals.

There is a strongly supported program of student activities in the school. There are over 150 students in the band, and sports are encouraged for all. The science teacher has created a well-received alternative to the traditional science fair.

Port Elgin-Saugeen has fostered a strong collegial environment and has insights to offer on a variety of topics, including:

- Experience in developing rich and effective literacy and numeracy instruction and assessment with appropriate resources
- Development of school-wide alignment of professional practice through collaborative relationships among administrators, teachers, and support staff
- Support for boys' literacy and integration of students with special needs
- Shared strategies and professional learning for teachers in French Immersion and full English-language programs

Schools on the Move



◆ QUEEN ELIZABETH PUBLIC SCHOOL

– Leamington, Ontario

A little bit about the school . . .

QUEEN ELIZABETH is a K–8 school of approximately 500 students. It is one of several elementary schools in Leamington and because of the workers required for local agriculture it serves an often transient population with significant numbers of English language learners. The area has middle-class families as well as a number of families that are economically challenged. Preventing students from dropping out of school is a concern since there is a small but significant number of families willing to have students begin work at an early age. There are three self-contained special education classes whose students are integrated as much as possible.

Approach and philosophy . . .

Being respectful of families and affirming the worth of every student are recurring themes at Queen Elizabeth. Parents were clear that in this diverse community everyone needed to be accepted and involved and spoke about a "Turn Off the Tube" project which engaged parents in helping kids take a break from TV. They praised workshops on early literacy which teachers had provided for parents. The principal expressed his commitment to instruction and assessment in a variety of ways. He described the sense of urgency the school must have by saying, "Whatever time we have with a student, we must make a difference." He graphed report card results for every class, and provided them alongside provincial test results for staff analysis and planning. Principal and staff participated together in a wide variety of professional learning sessions and teachers emphasized the effectiveness of program experts coming to the school to model specific instructional techniques. They talked about a growing willingness to share and initiate new practices. They had started the year with CASI as an assessment tool in the junior division and were going to re-administer it to see what gains had been made. The teachers said that they thought differently about teaching and learning than they had five years ago and were convinced that professional dialogue and interaction were now expectations, making change sustainable. Next year they will have a new principal and are confident that even in a period of transition they will have no trouble moving forward.

EQAO scores . . .

In 2002–03, Queen Elizabeth's scores in Grade 6 showed that 40 to 47 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 24 to 32 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 29 and 43 percentage points.

Raising the bar and closing the gap . . .

In 2004–05, Queen Elizabeth had over 70 per cent of its students at levels 3 and 4 in all subjects in Grade 6. The

Moving into THE FUTURE

- Expand our utilization of reading diagnostic tools to drive our instruction and interventions in literacy
- Explore new strategies/approaches in our balanced literacy program and introduce a writing program to improve writing skills of students in all grades
- Explore new ways to assist parents to become more active partners in student learning
- Continue to support making connections between learning and life experiences

– Queen Elizabeth Public School

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scores are somewhat lower, but improving, in Grade 3. Staff can share specific experiences from their recent focus on writing, including the use of DRA, story maps, and writing blocks in Grade 2. As part of the school's emphasis on inclusiveness, they have developed effective strategies for integration of special needs students, including print resources that will be particularly useful. Teachers also emphasize programming for gifted learners as an area they expect to develop. Literature circles have been initiated this year and there has been a renewed emphasis on mathematics problem solving. Teachers can provide information about the types of sharing that they have found useful: exemplars to assist with common standards, graphic organizers, and reading response materials. Because the recent years have been a period of accelerated professional growth in the school, teachers can describe what motivated change and the stages they have experienced.

Part of a great school district . . .

Queen Elizabeth is part of the Greater Essex District School Board and takes advantage of the board's professional development program.

There is a strongly supported program of student activities in the school, once again emphasizing equity and participation for all. Both sports and music are emphasized and there is a high level of participation in the band. The custodian provided leadership in a re-cycling program. In many other ways, the school is sensitive to the needs of the community, working creatively, for example, to make sure there is an enjoyable, inclusive, and affordable Grade 8 graduation.

Queen Elizabeth has a strong collegial environment, with an administration and staff that regard sharing and teamwork as central to their endeavours. Among other things, they can offer information about:

- Working through a period of transition with a new administrator
- A wide variety of instructional approaches shared by primary and junior divisions
- Equity and inclusiveness for a diverse and often transient population
- Using data to initiate and refine program planning

Schools on the Move

◆ SHERWOOD MILLS PUBLIC SCHOOL
– Mississauga, Ontario

A little bit about the school . . .

SHERWOOD MILLS PUBLIC SCHOOL is a K–5 school of just over 800 students in the city of Mississauga. It serves a relatively new community which includes mainly middle-class families, with a significant number of families in subsidized housing. The community includes many newcomers to Canada and hence there is a sizable group of English language learners in the school.

Approach and philosophy . . .

Over the past five years, the principal and staff have taken a systemic approach and put structures into place that allow teachers to deliver excellent programs that support the school's vision of school, family, and community partnerships working together to enable students to achieve academic success. They've done this through teamwork, planning together, sharing ideas, mentoring new teachers, and believing that all students can learn. Everyone in the school believes that their core business is to help students by not giving up on them, by trying different methods until they succeed. Under the leadership and guidance of the principal, the staff have developed curriculum maps that outline specific skills that will be taught at each grade (for example, a continuum of problem-solving strategies for K–5) and they are convinced that this has allowed them to make sure that all the skills are taught and reinforced and that there is a common language about expectations and skills across the grades and classes. In addition, long- and short-term planning templates are used by the whole staff working in grade and divisional teams. There are target-setting meetings for grade teams with the principal to discuss assessment of student performance, to set targets for individual student and class improvement, and to explore ways of supporting the children in reaching their targets. Teacher capacity-building is an important aspect of the success of Sherwood Mills and is supported by a literacy teacher and a teacher-librarian who model strategies and coach teachers, monthly professional development presentations and discussions at staff meetings and external workshops, and, of course, the daily professional interactions that take place among teachers in this high-functioning professional learning community.

EQAO scores . . .

In 2002–03, Sherwood Mills' scores in Grade 3 showed that 63 to 71 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In 2004–05, scores in each of reading, writing, and mathematics had improved by between 9 and 16 percentage points.

Raising the bar and closing the gap . . .

Sherwood Mills Public School has brought its students to the provincial target level in both writing and mathematics and is very close in reading. Staff explain that, because of excellent professional development activities and their participation in the development of a Comprehensive Literacy Program for the school, they

Moving into THE FUTURE

- Further develop a school-wide literacy and numeracy structure to embed consistency and alignment; focus on using curriculum maps for comprehension skills, text forms, and problem solving
- Continue improving individual achievement by focusing on data analysis and formative assessment strategies; use data walls, grade-level target setting, backward design planning, exemplars of student work, and the identification of specific students for improvement at all grade levels
- Through professional learning teams, strengthen the instructional skills and practices of all staff; develop in-school structures for professional development and model for all staff the learning skills, assessment techniques, and instructional strategies to be taught and learned
- Provide all students with opportunities to be self-directed learners through portfolio assessment and student-led conferencing

– Sherwood Mills Public School

are confident in their abilities to deliver their balanced literacy program and articulate how it works. They also can talk about their ongoing assessment, target-setting, intervention, and record-keeping programs; their use of rubrics and samples of student work with the children and their parents; their practices in teaching writing; their engagement of the parents in helping children develop their skills in reading, writing, and mathematics; the early intervention strategies in place in the school; how they differentiate their instruction; and the features of a classroom environment that enhance learning.

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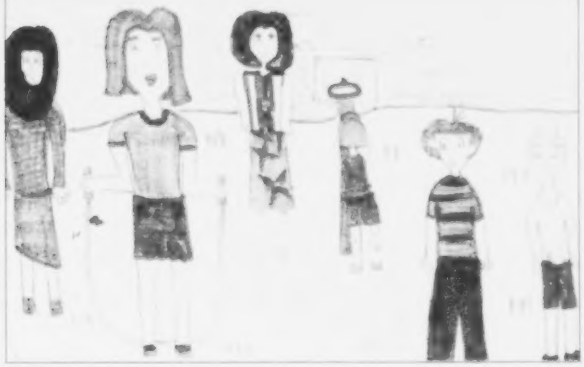

Part of a great school district . . .

Sherwood Mills is part of the Peel District School Board and benefits from an extensive program of professional development within the board. Members of the staff of this school have given presentations at numerous board training sessions and the school is often a site for the mentoring of teachers from other schools in the board.

The school is proud of its strong arts program which is designed to support the development of literacy and numeracy skills. There are also many clubs, including an environmental team, and a range of sports.

Sherwood Mills has many insights on a variety of topics to offer to other schools, including:

- Literacy teachers' and teacher librarians' roles as literacy coaches
- Creating an inclusive environment in a diverse community
- Assessment practices that include diagnostic, formative, and summative approaches, and the use of rubrics and exemplars of student work
- Development of school-wide alignment of professional practice through collaborative relationships among administrators, teachers, and support staff

Schools on the Move

◆ ST. JAMES CATHOLIC ELEMENTARY SCHOOL

– Seaforth, Ontario

A little bit about the school . . .

ST. JAMES CATHOLIC ELEMENTARY SCHOOL is a K–8 school of approximately 200 students with one class in each grade. It serves the small town of Seaforth and the surrounding rural community. The school population is very stable and there is almost no ethnic diversity. It has a highly supportive parent community and an active school council. A number of teachers have been at the school for over 10 years and some have taught succeeding generations of the same families. This degree of continuity is a source of satisfaction for all groups associated with the school.

Approach and philosophy . . .

The teachers at St. James are praised by parents, the principal, and the school's educational assistants for their skill and dedication. The parents on the school council speak with considerable insight about teaching strategies, the resource requirements of the school, and their involvement with school planning. They understand the instructional and assessment expertise that the teachers demonstrate and appreciate the constant communication with parents. "The report cards are never a surprise," they say. The educational assistants also credit the teachers with encouraging their creativity and good ideas. The teachers themselves are quietly persevering about improvement. They demonstrate ongoing interest in their own development, participating in board-sponsored activities on such topics as differentiated instruction and reading strategies and incorporating new learning in their classrooms. They are beginning to develop division teams with time allocated during the day to meet with their division colleagues. The school uses board support to provide an intensive 17-week reading program for students who are having difficulty in Grades 1 and 2. Common practices such as editing terminology are posted in the classrooms and students are consistently encouraged to use exemplars to assess their own work. The staff agrees that the best way to approach testing is to develop skills in a systematic way throughout the year and treat test days as "one more thing we do."

EQAO scores . . .

In 2002–03, St. James' scores in Grade 6 showed that 45 to 48 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 52 to 81 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades had improved by between 14 and 45 percentage points. The school is aware that when numbers are very small, a very few students can make a big difference on results, and they know that keeping their 100 per cent in writing every year, for example, may not be a realistic goal.

Raising the bar and closing the gap . . .

St. James has brought all its students to the provincial standard in literacy and numeracy. The teachers have

Moving into THE FUTURE

- Continue to strengthen professional learning communities at the school/divisional level in order to build lateral capacity for continuous improvement; focus discussions on improving student achievement
- Use data to inform teaching practices and help all students achieve success; use data to help our community of teachers answer these questions: (1) What must our students learn? (2) How do we know they've learned it? (3) What do we do when they don't? and (4) What do we do for those who do?
- Continue to integrate assistive technology
- Provide more opportunities for parents to become partners in student success – for example, literacy/numeracy nights for families

– St. James Catholic Elementary School

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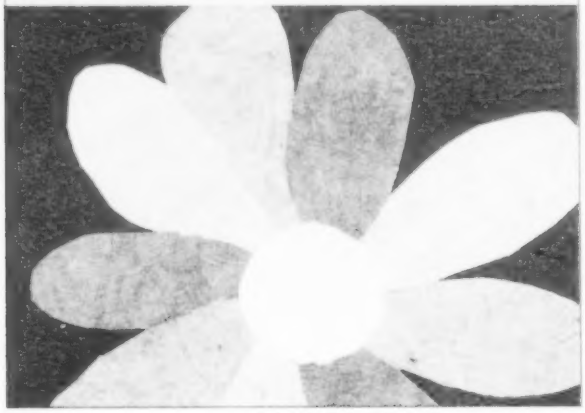

had very successful experiences in working cooperatively. They coordinate with the resource teacher who provides support in the regular classrooms, being careful that approaches used by the classroom teacher and the resource teacher are well aligned. They also work with board personnel who provide intensive reading support programs in Grades 1 and 2 to make sure that withdrawal time for that program does not disadvantage students. The primary and junior division professional learning groups are relatively new, so teachers are able to share experiences with others who are initiating this type of teamwork. In general, literacy has been the first emphasis, but now mathematics, specifically problem solving, is also a focus. One teacher described being part of a mathematics group with teachers from other schools in which problem-solving strategies were explored. She has been applying her learning using flexible groupings in her own classroom. Because this is a very small school, the teachers have no grade partners, and opportunities to work with same-grade teachers from other schools are highly valued. The school has a clearly articulated and detailed improvement plan.

Part of a great school district . . .

St. James is part of the Huron-Perth Catholic District School Board and takes advantage of an extensive program of professional development within the board.

St. James has a very strong community feeling and can share information in a number of areas, including the following:

- Involvement of the school council and parents in the learning activities of the school
- Classroom strategies in both literacy and numeracy, including diagnostic and summative assessment and differentiated instruction
- Management of the EQAO testing process, including analysis of data, preparation of students, and accommodations for students with special needs

Schools on the Move

◆ ST. MARTIN OF TOURS CATHOLIC ELEMENTARY SCHOOL

– Stoney Creek, Ontario

A little bit about the school . . .

ST. MARTIN OF TOURS CATHOLIC ELEMENTARY SCHOOL is a K–8 school of approximately 275 students. It serves a largely middle-income to affluent community in the town of Stoney Creek, a suburb of Hamilton. The school has well-established, mutually beneficial relationships with the nearby parish church and Catholic high school. There are a small number of students in the school who have severe disabilities and who are fully integrated into the regular classroom, each with the support of an educational assistant.

Approach and philosophy . . .

St. Martin of Tours School is known in the community for its collaborative, family-like culture. The staff of the school, under the leadership of the principal, create a positive environment in which everyone is dedicated to student success by whatever means it takes. Persistence, focus, and consistency mark the teaching approaches of the staff, and the principal indicates that no one in the school is "okay with mediocrity." Keys to the success of the school include a comprehensive range of early intervention strategies; data-based decision making at the level of the individual student, the class, the division, and the whole school; effective school improvement planning and review; and monthly meetings of division teams which are the heart of the professional learning community that exists in this school. The early intervention strategies range from differentiated instruction and guided reading with the teacher to support from the special education teacher. The principal collects assessments of different kinds three or four times a term for each student in every class, studies them, and provides feedback to the teachers with suggestions for improving the assessments and/or helping the students meet the provincial standard. Using a data board, the divisional teams track individual student, class, and division progress based on running records, DRA, and other tools. Division teams meet monthly and are expected to develop agendas (in partnership with the principal) that often focus on specific pedagogy-related discussion questions and that engage the team in goal setting related to specific practices such as the use of the bookroom, guided reading in the junior grades, and shared and independent reading.

EQAO scores . . .

In 2002–03, the school's scores in Grade 6 showed that 57 to 69 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 39 to 65 per cent of the students were in levels 3 and 4. In 2004–05, scores in each of reading, writing, and mathematics in both grades improved by between 18 and 55 percentage points.

Raising the bar and closing the gap . . .

A large variety of initiatives and practices are credited by the staff and parents for the improvements in student

Moving into THE FUTURE

- Strengthen early literacy practice through the study of letter and sound manipulation to create words
- Move key strategies highlighted from past experiences of early literacy and early numeracy into the junior grades
- Familiarize ourselves with new resources and programs which support the junior literacy and numeracy initiatives through ongoing professional development and collaboration

– St. Martin of Tours Catholic Elementary School

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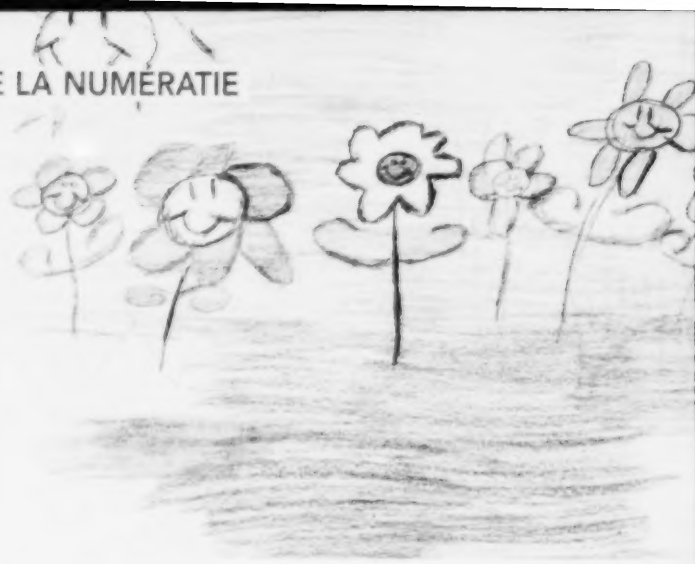
achievement indicated by these scores. They cite, for example, the collaborative work done in the division teams which has resulted in greater class-to-class consistency in expectations and learning strategies; the leadership in the school which has involved effective communication so that everyone is on the same page; clear expectations related to certain classroom practices and supportive feedback that encourages better teaching and learning. They also refer to the use of structures, models, and exemplars so that students receive explicit instruction in certain processes and know what excellent work looks like; effective in-service by the board and, notably, in-service provided by the language resource teacher who has helped with Grade 1 early intervention, guided and shared reading, and running record assessment; data-driven teaching to identify weaknesses and plan support. There are literacy and numeracy blocks in both divisions. Math in-service has focused on problem solving the language of math, shared and individual math, and the student's use of manipulatives. Staff also highlight the involvement of parents in the home reading program and in volunteering to do reading and math activities with children on a regular basis. Parents, in turn, are very pleased with the ways the school communicates with them through various means, including daily agendas and term-by-term assessment folders that contain assessments with rubrics (and other evaluative tools) that keep parents informed regarding the progress/achievement of their children.

Part of a great school district . . .

St. Martin of Tours is part of the Hamilton Wentworth Catholic District School Board and benefits from the board's allocation of literacy resources to each school and many in-service opportunities.

The staff of St. Martin of Tours have much to share on a variety of topics, including:

- Data-driven approach to teaching, early intervention, and improvement planning
- Tracking of student progress through the use of a large variety of assessment tools and a data board
- Model of principal support for the improvement of assessment practices
- Moving staff from collegial planning and sharing to a professional learning community



Écoles en action...

◆ L'ÉCOLE SAINTE-MARGUERITE-BOURGEOIS

– (Hawkesbury) Ontario

Quelques mots au sujet de l'école . . .

L'ÉCOLE SAINTE-MARGUERITE-BOURGEOIS est une école élémentaire d'environ 250 élèves, de la maternelle à la 6e année qui dessert principalement la communauté francophone de la ville de Hawkesbury dans l'Est de l'Ontario. Les familles d'un grand pourcentage d'élèves font face à d'énormes problèmes d'ordre économique, et en raison d'un fort taux de mobilité, la population de l'école peut varier de 30 élèves en plus ou en moins au cours de l'été. Malgré le fait qu'il y a eu 3 directrices ou directeurs d'école au cours des 3 dernières années, le personnel, avec l'appui de chaque direction d'école, a gardé l'objectif de répondre aux besoins en apprentissage des élèves.

Approches et philosophie . . .

Le directeur de l'école met l'accent sur la croyance de l'école que « le fait d'être défavorisé ne signifie pas qu'on n'est pas compétent » et que l'apprentissage peut permettre à tous les élèves de s'améliorer, peu importe leur situation personnelle. Le directeur attribue le succès au développement, la mise en œuvre, et la révision continue du plan de l'école et aussi les systèmes de pistage des progrès des élèves, en tant qu'éléments contribuant à la réussite de l'école. Ces deux activités nécessitent la cueillette d'un grand nombre de données sur le rendement des élèves et d'autres facteurs concernant leur apprentissage. Le plan de l'école est régulièrement révisé de façon collaborative et de nouveaux objectifs sont établis pour répondre aux nouveaux besoins identifiés par les nouvelles données. Les objectifs concentrent l'attention sur l'harmonisation des pratiques en lecture et en écriture et le travail avec les élèves en petits groupes, à raison d'une heure par jour, afin d'améliorer leurs aptitudes en compréhension. Les données recueillies pour faciliter le pistage des progrès des élèves sont très nombreuses. Cela comprend les tests diagnostiques et formatifs administrés régulièrement dans le cadre de l'enseignement en salle de classe, les tâches d'ancrage, GB+, les tests de fluidité, les entrevues et les conférences élève-enseignant, les portfolios, le dépistage précoce, les tests de conscience phonologique et les grilles d'observation, entre autres. Les enseignantes et les enseignants entrent leurs données dans l'ALBUM et préparent le profil de chaque élève, pour suivre continuellement le progrès de l'élève. Le directeur de l'école conserve les profils et suit le progrès de tous les élèves de l'école. L'autre objectif de l'école est de se concentrer sur le rendement en mathématiques sans abandonner les pratiques déjà en place visant à répondre aux besoins des élèves en littératie. Comme on croit que la compétence linguistique représente pour la plupart des élèves une partie essentielle de la compréhension des concepts mathématiques, les enseignantes et les enseignants pensent qu'ils ont réussi à construire une base solide à partir de laquelle il est possible d'améliorer les pratiques en mathématiques.

Résultats de l'OQRE . . .

En 2002-2003, les résultats de 6e année de l'école Ste-Marguerite-Bourgeois ont montré que 28 à 34 % des élèves se trouvaient aux niveaux 3 et 4 en lecture, en écriture et en mathématiques. Cette même année, en 3e année, 22 à 42 % des élèves se trouvaient aux niveaux 3 et 4. En 2004-2005, les résultats de chaque domaine, à savoir la lecture, l'écriture et les mathématiques, s'étaient améliorés de 13 à 46 points de pourcentage.

Hausser la barre et réduire l'écart . . .

Les enseignantes et les enseignants attribuent leur réussite à leur persévérance, à leur travail d'équipe, à l'aide d'une conseillère pédagogique et aux stratégies d'intervention précoce qui sont en place dans l'école, en

Dans la voie DU SUCCÈS

Que voulez-vous faire?

- Améliorer le rendement des élèves en écriture par le biais de l'écriture partagée

Les défis

- Harmoniser le temps réservé à l'enseignement du français au cycle primaire
- Aider le nouveau personnel enseignant à s'intégrer à la culture organisationnelle de l'école
- Réserver un pourcentage de temps pour l'écriture partagée au cycle moyen

Nous travaillerons à...

- S'approprier le document « Guide d'enseignement efficace de l'écriture de la maternelle à la 3e année »
- Continuer les rencontres CAP
- Recevoir l'accompagnement par le service pédagogique afin de se familiariser avec l'écriture partagée

Casse-tête

- Comment allons-nous mesurer l'impact positif sur l'élève?

Nouvelles stratégies

- Déterminer l'objectif d'enseignement
- Enseigner différentes composantes reliées à l'enseignement d'une stratégie d'écriture
- Poser des questions pour aider l'élève à appliquer les nouvelles habiletés en écriture
- Permettre à l'élève d'objectiver sur la tâche accomplie
- Utiliser le temps de rencontre CAP en fonction de la mise en œuvre de l'écriture partagée

– L'école Sainte-Marguerite-Bourgeois

plus des pratiques décrites plus haut. Le travail des équipes au niveau de chaque cycle comprend des réunions mensuelles pour la formation, pour discuter, pour échanger des idées et développer des façons d'assurer une continuité pour les élèves en ce qui concerne les attentes (aussi bien scolaires que comportementales), le vocabulaire « technique » utilisé en salle de classe, etc. La conseillère pédagogique ou le conseiller pédagogique passe une journée et demie par

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mois à travailler sur des stratégies spécifiques avec des équipes d'enseignantes et d'enseignants de l'école. La demie journée donne l'occasion de faire le suivi après la séance de formation du premier jour. Il s'agit d'une formation intensive et pratique sur des stratégies efficaces et les enseignantes et les enseignants les trouvent utiles. Les stratégies d'intervention visant les élèves ayant des difficultés d'apprentissage comprennent des programmes de lecture intensive et de lecture accélérée offerts par l'enseignante- ressource. Les élèves reçoivent 40 jours d'appui en littératie et en numératie, pendant lesquels ils sont retirés de la salle de classe, à raison de 2 heures par jour. De plus, des tutrices et des tuteurs provenant des universités et des collèges locaux, des élèves des écoles secondaires et des parents bénévoles offrent un tutorat individuel aux élèves.

Appui d'un excellent conseil scolaire . . .

L'école Ste-Marguerite-Bourgeois fait partie du Conseil scolaire de district catholique de l'Est ontarien et profite d'un vaste programme d'appui offert au sein du conseil. Cet appui comprend des occasions de perfectionnement professionnel, les services de conseillers pédagogiques et des trousses de textes pour la lecture guidée qui circulent dans toutes les écoles du conseil.

Ce que l'école peut partager avec d'autres . . .

En plus des stratégies décrites plus haut, le personnel a bien d'autres expériences et approches à partager avec ses collègues des autres écoles, y compris :

- la création d'un milieu et des appuis nécessaires pour niveler le terrain pour les élèves issus de familles défavorisées, comme des paniers de fruits et des barres de santé en permanence dans les salles de classe et, un moment à la fin de la journée scolaire pour que tous les élèves commencent leurs devoirs;
- une approche inclusive pour répondre aux besoins des élèves en difficulté – les élèves de la classe d'adaptation sociale sont intégrés dans la salle de classe pour le français et les mathématiques et reçoivent l'appui d'une aide-enseignante, par exemple;
- l'utilisation de cercles de lecture et d'autres moyens pour intéresser les garçons à la lecture et à l'écriture.

Écoles en action...

◆ L'ÉCOLE SAINTE-MARGUERITE-D'YOUVILLE

– (Tecumseh) Ontario

Quelques mots au sujet de l'école . . .

L'ÉCOLE SAINTE-MARGUERITE-D'YOUVILLE est une école élémentaire d'environ 330 élèves, de la maternelle à la 8e année qui dessert la communauté de la ville de Tecumseh qui se trouve près de Windsor. Les familles des élèves qui viennent à cette école sont en général favorisées et un des parents ou les deux parents de la plupart des élèves sont anglophones. Les parents appuient énormément l'école et leurs attentes sont très élevées. Ils font également preuve d'une grande générosité en offrant leur temps et des ressources.

Approches et philosophie . . .

La direction de l'école Ste-Marguerite-d'Youville souligne la fierté que le personnel et les parents montrent vis-à-vis de l'école et du rendement des élèves. Les efforts soutenus pour améliorer le rendement des élèves sont appuyés par une planification formelle des améliorations nécessaires, une évaluation et une révision par une équipe de collaboration au niveau du chaque cycle pour déterminer les besoins en perfectionnement professionnel, pour la planification à long terme et le pistage des progrès des élèves. L'exercice de planification des améliorations nécessite que le personnel passe une journée entière à analyser les données, à identifier les faiblesses, et à discuter des stratégies et de la planification de la mise en œuvre. Le principal travail des équipes au niveau de chaque cycle a lieu pendant trois jours au cours de l'année et vise la formation sur les nouvelles stratégies, l'échange d'idées et la planification de la mise en œuvre. Ces réunions sont animées par des accompagnatrices formées en littératie et numératie qui animent également dans plusieurs écoles du conseil. Grâce à un travail d'équipe continu, les enseignantes et les enseignants établissent les attentes communes pour les élèves de chaque cycle en ce qui a trait au comportement et au rendement. Ils créent également et utilisent de façon régulière des murs de mots et des référentiels dans leur salle de classe. À juste titre, l'école est fière de son programme de service à l'élève. Grâce à un emploi du temps créatif, l'enseignant-ressource, à tour de rôle avec une enseignante aide à l'apprentissage et l'enseignante de salle de classe, s'assure que chaque élève ayant de la difficulté en lecture reçoive 30 minutes par jour de lecture guidée en groupe.

Résultats de l'OQRE . . .

En 2002-2003 les résultats de 6e année de l'école Ste-Marguerite-d'Youville ont montré que 55 à 84 % des élèves se trouvaient aux niveaux 3 et 4 en lecture, en écriture et en mathématiques. Cette même année, en 3e année, 36 à 64 % des élèves se trouvaient aux niveaux 3 et 4. En 2004-2005, les résultats de chaque domaine, à savoir la lecture, l'écriture et les mathématiques, s'étaient améliorés de 6 à 61 points de pourcentage.

Hausser la barre et réduire l'écart . . .

Le personnel de l'école attribue sa réussite collective à un certain nombre de facteurs, y compris ceux

Dans la voie DU SUCCÈS

- Parfaire les outils d'évaluation de sorte que la cueillette des données des élèves puisse cibler des informations précises et pertinentes
- Établir un profil révélateur axé sur les élèves pour pouvoir avoir une meilleure compréhension et adresser les besoins de chaque élève
- Planifier nos pratiques éducatives qui s'y imposent
- Tracer cette toile de fond pour assurer le continuum entre les cycles

– L'école Sainte-Marguerite-d'Youville

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mentionnés plus haut. De plus, il souligne les attentes élevées et l'absence d'hésitation lorsqu'il s'agit d'essayer de nouvelles stratégies pour mieux répondre aux besoins d'apprentissage des élèves. Il mentionne plus précisément certaines stratégies, y compris la concentration sur l'enseignement explicite des aptitudes en lecture, en écriture et en mathématiques; la modélisation des aptitudes et des processus; l'utilisation de l'écriture partagée et de l'écriture guidée pour faire un parallèle avec l'utilisation de la lecture partagée et de la lecture guidée; l'utilisation d'un journal de lecture pour renforcer le développement des aptitudes en écriture, en particulier en ce qui a trait à l'écriture permettant de formuler son opinion concernant un texte; une approche de résolution de problème en mathématiques, y compris un problème quotidien; l'utilisation de matériel concret, de manipulations; l'utilisation du programme de mathématiques « Un peu, beaucoup, à la folie »; l'utilisation de copies-types pour s'assurer que les élèves sachent à quoi ressemble le travail aux quatre niveaux; des blocs ininterrompus de 90 minutes au cycle primaire pour la littératie et la numératie; et l'intégration de la littératie et de la numératie dans toutes les matières.

Appui d'un excellent conseil scolaire . . .

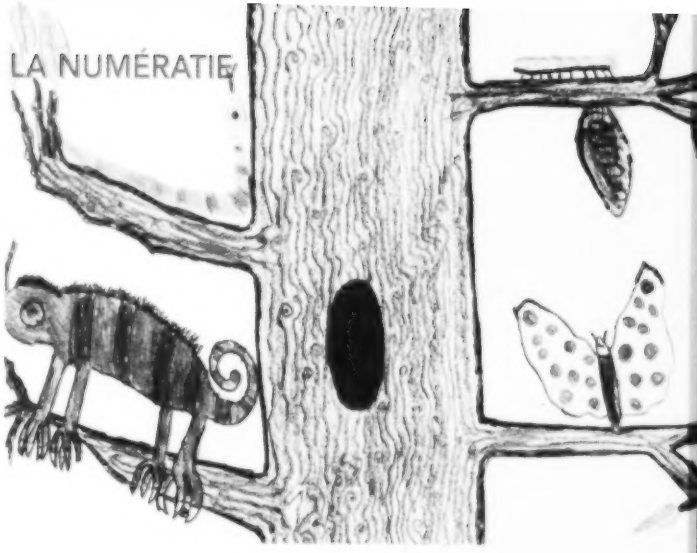
L'École Ste-Marguerite-d'Youville fait partie du Conseil scolaire de district des écoles catholiques du Sud-Ouest et profite d'un vaste programme de perfectionnement professionnel et de bien d'autres initiatives et d'appui au sein du conseil.

Ce que l'école peut partager avec d'autres . . .

En plus de celles qui ont été décrites plus haut, le personnel de l'école Ste-Marguerite-d'Youville a de nombreuses approches et stratégies à partager avec ses collègues des autres écoles, y compris :

- un programme bien élaboré d'aménagement linguistique (PAL), qui comprend une vaste gamme d'activités pour les élèves pendant et après les heures de classe et une emphase sur les compétences linguistiques et le développement de l'identité et de la fierté culturelle;
- un programme de bibliothèque qui est centré sur l'utilisation de technologies de recherche et de pratiques visant à développer les aptitudes en littératie et en numératie, ainsi qu'un studio de télévision où les élèves produisent les annonces du matin et autres productions;
- le pistage et l'utilisation des données provenant des questionnaires des élèves et des niveaux de rendement des élèves en lecture, en écriture et en mathématiques.

Écoles en action...



◆ L'ÉCOLE ST-DENIS

– (Sudbury) Ontario

Quelques mots au sujet de l'école . . .

L'ÉCOLE ST-DENIS est une école élémentaire d'environ 360 élèves, de la maternelle à la 8e année. Elle dessert une communauté de la ville de Sudbury avec des revenus familiaux variés. De fait, la population étudiante vient des deux extremités du spectrum socio-économique. Plus de deux tiers des élèves de l'école proviennent de familles de langue française.

Approches et philosophie . . .

La priorité principale de l'école St-Denis est de s'assurer que la réussite scolaire devienne une réalité pour tous les élèves. Pour y arriver, l'école, sous le leadership de la direction, a mis en place des structures visant l'utilisation efficace des données et la création d'équipes de collaboration par cycle. Le pistage du rendement des élèves et la participation du personnel à des activités de perfectionnement professionnel. Chaque année, le plan d'amélioration est révisé par l'équipe de l'école. De nouvelles cibles sont établies en se basant sur les nouvelles données et des stratégies particulières sont identifiées pour répondre aux besoins des élèves. Les équipes au niveau de chaque cycle se rencontrent au moins une fois par mois pour discuter des stratégies d'enseignement et d'apprentissage et des progrès individuels des élèves. Le compte rendu de chaque réunion est remis à la direction de l'école. Il contient les points discutés et les décisions prises. Le pistage du rendement des élèves est basé sur des données provenant de diverses sources. Le profil de rendement des élèves est alors créé pour chaque classe en tenant compte de ces données. Les différents profils sont compilés dans le cahier de réussite qui est un dossier faisant état des progrès des notes des élèves pour toutes les années d'étude. Il met en évidence les élèves qui n'ont pas encore atteint le niveau 3 en littératie et en numératie. Les enseignantes et les enseignants de l'école bénéficient de nombreuses occasions de perfectionnement professionnel, (par exemple, des rencontres avec d'autres écoles de la famille d'écoles et des occasions de travailler avec conseillère pédagogique ou un conseiller pédagogique), mais ils appuient également les enseignantes et les enseignants des autres écoles en ouvrant la porte de leur salle de classe et en faisant une modélisation des stratégies spécifiques comme la lecture guidée, dans le cadre d'un projet mis en œuvre par le conseil.

Résultats de l'OQRE . . .

En 2002-2003 les résultats de 6e année de l'école St-Denis ont montré que 39 à 67 % des élèves se trouvaient aux niveaux 3 et 4 en lecture, en écriture et en mathématiques. Cette même année, en 3e année, 48 à 68 % des élèves se trouvaient aux niveaux 3 et 4. En 2004-2005, les résultats de chaque domaine, à savoir la lecture, l'écriture et les mathématiques, s'étaient améliorés de 16 à 43 points de pourcentage.

Hausser la barre et réduire l'écart . . .

Le personnel de l'école St-Denis explique que cette réussite est due aux nouvelles approches en littératie et en numératie qui ont été mises en place au niveau du cycle préparatoire, aux programmes équilibrés en littératie et en numératie pour toutes les années d'études, à leur travail en équipe et à leurs stratégies d'intervention précoce basées sur les tests diagnostiques et le rattrapage ciblé. Au niveau du cycle préparatoire, la priorité est de développer chez les élèves la

Dans la voie DU SUCCÈS

Que voulez vous faire?

Savoir comment utiliser le profil de l'élève pour mieux cibler les besoins

Les défis

- Pour se faire, développer une culture de pistage
- Changement de paradigme tout en harmonisant nos pratiques pédagogiques

Nous travaillerons à

- Lecture/ressources nivelées/grilles d'évaluation/GB+/DRA
- Enseignement explicite + différencié
- Évaluer les élèves de façon continue
- Objectif de lecture/définir les processus

Casse-tête

- Communication

Nouvelles stratégies

- évaluations diagnostiques variées
- interprétation et mesure de données (quoi faire avec ceci)
- les ressources nouvelles
- pistages des résultats (mur de données) année II
- engagement parental

Plan d'amélioration

- construction identitaire
- engagement parental
- littératie/numératie - cueillette des données - pistage des résultats
- exploitation des ressources technologiques
- emplacement physique : améliorations
- problèmes techniques

– L'école St-Denis

conscience phonologique, les lettres et les sons, et les manipulations dont ils auront besoin pour réussir en lecture, en écriture et en mathématiques, en 1ère année et après. Les équipes au niveau du cycle travaillent ensemble pour s'assurer qu'aucun élève ne soit laissé pour compte. Lorsque les données montrent qu'un élève a de la difficulté dans son apprentissage, l'aide-enseignante ou l'aide-enseignant travaille de façon intensive en tête-à-tête avec l'élève ou avec des petits groupes d'élèves pour leur permettre d'améliorer leurs compétences.

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Appui d'un excellent conseil scolaire . . .

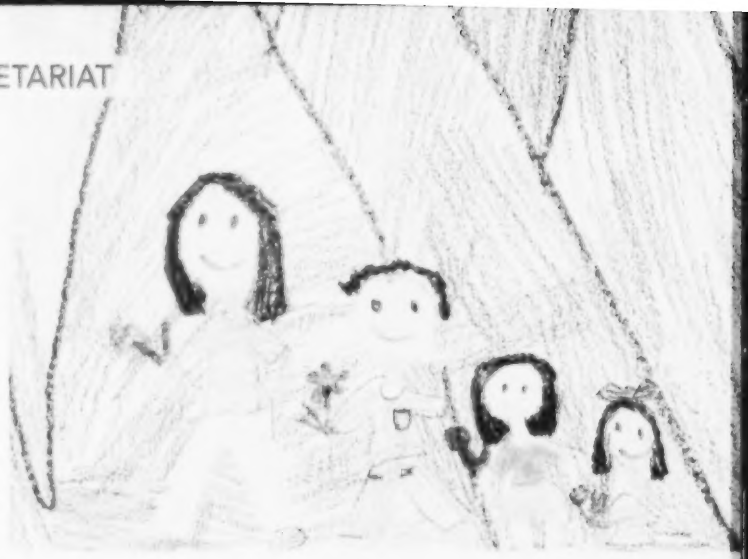
L'école St-Denis fait partie du Conseil scolaire catholique de district catholique du Nouvel-Ontario et bénéficie d'un vaste programme de perfectionnement professionnel au sein du conseil. Les enseignantes et les enseignants décrivent leur participation aux activités de formation et les réunions avec les enseignantes et les enseignants des autres écoles comme étant « efficaces et bénéfiques ».

Ce que l'école peut partager avec d'autres . . .

En plus de ce qui est décrit plus haut, le personnel de l'école St-Denis a beaucoup de choses à partager avec les enseignantes et les enseignants, ainsi que les directions des autres écoles, telles que :

- encourager l'appui des parents envers l'apprentissage de leurs enfants en littératie et en numératie en lisant à la maison, en participant aux programmes d'appui (une soirée par semaine pendant 10 semaines), en créant une page Web destinée aux parents sur le site Web du Conseil et en organisant une session de bienvenue pour les parents ayant des enfants à la maternelle;
- démontrer l'intégration des nouvelles technologies dans l'apprentissage; par exemple, des salles de classe équipées de « Smart Board » et portables, ainsi que l'utilisation d'un système d'amplification audio FM dans plusieurs classes;
- planifier de façon collaborative et utiliser des méthodes de pistage pour améliorer le rendement des élèves.

Schools on the Move



◆ WILLIAM BERCZY PUBLIC SCHOOL
– Unionville, Ontario

A little bit about the school . . .

WILLIAM BERCZY PUBLIC SCHOOL is a K–8 school with 725 students. Twenty-two of the school's 27 classes are Grades 4 to 8. This unusual distribution of students is created by the school's gifted program which draws many students from outside the school's boundaries. The school is located in an affluent suburban area in Unionville, northeast of Toronto. There are students who require English as a second language support; for the most part they are from Cantonese- or Mandarin-speaking families.

Approach and philosophy . . .

William Berczy states clearly that it has many advantages: students who generally come from economically secure families (many of whom have benfited from early learning opportunities), parents who take an active interest in education (including raising money for the school), and a history of high achievement. However, it is a school that is looking for improvement rather than resting on its laurels. The school administration supports and promotes an environment of sharing among the teachers, "an environment dense with questions." One strategy used was having staff members generate investigative questions and sending teachers out to other schools to seek answers. These teachers were not just random scouts, but intentional learners who shared what they learned when they returned. In another shared activity, staff review EQAO results, and other assessment data, digging deep into the data. What are the questions that 10 per cent of the students did not answer well? What skill deficiency does this represent? The shared conclusions are then reflected in instruction. William Berczy staff are articulate about the way in which coherence among ministry, board, and school initiatives has been of value to them. In addition to board-wide programs for literacy and numeracy, the family-of-schools provides further opportunities for dialogue and learning. William Berczy is a school that wants to improve teaching and learning by combining internal initiatives like its own literacy study group and external opportunities to develop its expertise.

EQAO scores . . .

In 2003–04, William Berczy's scores in Grade 6 showed that 76 to 85 per cent of the students were in levels 3 and 4 in reading, writing, and mathematics. In Grade 3 in the same year, 82 to 92 per cent of the students were in levels 3 and 4. In 2004–05, scores had improved by between 6 and 16 percentage points. William Berczy has achieved well beyond the provincial standard in all subjects in both Grades 3 and 6.

Raising the bar and closing the gap . . .

William Berczy relies on a number of strategies to achieve and sustain excellence in literacy and numeracy. It uses demonstration classrooms within the school and board to provide opportunities for teachers to see the

Moving into THE FUTURE

- Develop a common understanding of how to use relevant data from various sources to plan strategic, purposeful instruction in the classroom in order to increase achievement for all students
- Focus on moving students at levels 1 and 2 to level 3 and students at level 3 to level 4
- Build consistency of practice across classes in differentiated instruction and a balanced literacy program

– William Berczy Public School

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implementation of specific strategies. Teachers make use of standard terminology and approaches from grade to grade in their writing program and have adopted a shared framework for higher-level thinking in reading. EQAO samples and ministry exemplars are used by grade teams to develop consistency in assessment. Other assessment tools (DRA and PM Benchmarks) are used to monitor individual student progress. Supporting the total environment for learning, William Berczy emphasizes character education for students.

Part of a great school district . . .

William Berczy is part of the York Region District School Board. This board has been active for several years in encouraging the development of a number of specific features which together lead to improved achievement. William Berczy was an early participant in the board's Literacy Collaborative and continues to be an active participant in board initiatives.

William Berczy is proud of its welcoming environment and has insights and skills to offer in many areas, including:

- Role of the literacy teacher in supporting programs
- Teacher leadership in professional learning within and outside the school
- Data/assessment-driven instruction, including the gifted program
- Cross-curricular connections (with a focus on the arts)
- Community connections

Some strategies for supporting student success

LEADERSHIP STRATEGIES:

- Focus on school data
- Beliefs and understandings shared across the staff *(e.g., all students can learn, teachers need to be able to articulate what they do to support student success)*
- Allocation of school budget for required learning resources *(e.g., based on analysis of data)*
- Continuous attention to school data *(e.g., by learning teams)*
- Parental and community engagement *(e.g., beyond school council participation)*
- Professional learning communities *(e.g., for staff to learn collectively how to best support the learning of the students in the school)*

OPERATIONAL/ORGANIZATIONAL STRATEGIES:

- Embedded professional learning *(e.g., in the classroom)*
- Timetabled learning blocks *(e.g., 120-minute literacy block, 60-minute numeracy block)*
- Professional learning opportunities *(e.g., Literacy and Numeracy Secretariat training on differentiating instruction, board-sponsored professional development activities)*
- In-school grade/division meetings that focus on student achievement
- Availability of resources that support literacy/numeracy *(e.g., bookroom of leveled books, classroom libraries in every room with a variety of text material, manipulatives for learning mathematics evident in every room)*
- Early interventions *(e.g., daily instruction - by trained teachers - for student who are not meeting their potential)*
- Case management – regular use of assessment tools to put an individual face on the data *(e.g., tracking boards)*
- Cross-curricular connections *(e.g., involving all teachers and reinforcing literacy/numeracy strategies throughout the school day)*

With reference to: Sharatt, L. & Fullan, M. (2006, May). The school district that did the right things right. *The Journal of School Leadership* ... Ontario Ministry of Education (2004). *Literacy for learning: The report of the expert panel on literacy in Grades 4 to 6 in Ontario* & *Teaching and learning mathematics: The report of the expert panel on mathematics in Grades 4 to 6 in Ontario.* ... Ontario Ministry of Education (2003). *Early math strategy: The report of the expert panel on early math in Ontario* & *Early reading strategy: The report of the expert panel on early reading in Ontario.*

Des stratégies pour appuyer la réussite des élèves

STRATÉGIES DE LEADERSHIP :

- Mettre l'emphase sur les données
- Croyances et visions communes du personnel *(par ex., tous les élèves peuvent apprendre, les enseignantes et les enseignants doivent être capables d'exprimer clairement ce qu'elles ou ils font pour appuyer la réussite des élèves)*
- Répartition du budget de l'école pour les ressources requises *(par ex., fondée sur l'analyse des données)*
- Attention continue aux données de l'école *(par ex., par les équipes d'apprentissage)*
- Engagement des parents et de la communauté *(par ex., en plus de la participation au conseil d'école)*
- Communautés d'apprentissage professionnelles *(par ex., pour que le personnel puisse étudier en équipe comment le mieux appuyer l'apprentissage des élèves de l'école)*

STRATÉGIES LIÉES AU FONCTIONNEMENT ET À L'ORGANISATION :

- Apprentissage professionnel ponctuel *(par ex., en salle de classe)*
- Blocs de temps ininterrompus à l'horaire *(par ex., 120 minutes en littératie, 60 minutes en numératie)*
- Occasions de perfectionnement professionnel *(par ex., formation offerte par le Secrétariat de la littératie et de la numératie sur l'enseignement différencié, activités de perfectionnement professionnel parrainées par le conseil)*
- Réunions par niveau ou par cycle à l'école axées sur le rendement des élèves
- Disponibilité des ressources en littératie et en numératie *(par ex., endroit spécifique à l'école ou en classe pour des livres à niveaux gradués, bibliothèque de classe avec une variété de textes, matériel de manipulation pour l'apprentissage des mathématiques bien évident en classe)*
- Interventions précoces *(par ex., enseignement quotidien, par des enseignantes et/ou des enseignants spécialisés, pour les élèves ayant des besoins particuliers)*
- Gestion de cas- utilisation régulière d'outils d'évaluation pour personnaliser les données *(par ex., tableaux de pistage)*
- Liens entre différents programmes cadres *(associant tous les enseignantes et enseignants et renforçant les stratégies en littératie et en numératie au cours de la journée d'école)*

To access some of our most recent professional learning resources:

- The Secretariat Webcast Learning Series
  www.curriculum.org
- Inspire: The Journal of Literacy and Numeracy for Ontario
  www.inspirelearning.ca

The Literacy and Numeracy Secretariat
Ministry of Education
900 Bay Street
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Toronto, ON M7A 1L2
www.edu.gov.on.ca/eng/literacynumeracy

Tel: 1-800-387-5514 or
416-325-2929 in Toronto or outside Ontario

Telecommunications Device for the Deaf (TDD/TTY)
1-800-263-2892
E-mail: info@Ontario.ca

Pour accéder à nos ressources d'apprentissage professionnel les plus récentes :

- La série de Webdiffusions du Secrétariat
  www.curriculum.org
- Inspire : La revue de la littératie et de la numératie pour l'Ontario
  www.inspirelearning.ca

Le Secrétariat de la littératie et de la numératie
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